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ABSTRACT

Texts in spoken Standard Chinese were developed to improve and update Chinese materials to reflect current usage in Beijing and Taipei. The focus is on communicating in Chinese in practical situations, and the texts summarize and supplement tapes. The overall course is organized into 10 situational modules, student workbooks, and resource modules. This text covers the orientation module and the biographic information module. The orientation module involves talking about the students and where they are from, and the biographic information module involves talking about the students' background, family, studies, and occupation, and about their visit to China. Additionally, students need to undertake resource modules in pronunciation, romanization, and numbers, at the same time they are studying this text. The biographic information module provides linguistic and cultural skill training needed for a simple conversation typical of a first meeting situation in China. Background notes about Chinese languages, written Chinese, Chinese characters, and personal names and titles are presented. Drills, reference lists, vocabulary, and notes accompany each of the 12 units of the text. (SW)

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ED187091

STANDARD CHINESE

A MODULAR APPROACH

STUDENT TEXT

MODULE 1: ORIENTATION
MODULE 2: BIOGRAPHIC INFORMATION

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PREFACE

Standard Chinese: A Modular Approach originated in an interagency conference held at the Foreign Service Institute in August 1973 to address the need generally felt in the U.S. Government language training community for improving and updating Chinese materials to reflect current usage in Beijing and Taipei.

The conference resolved to develop materials which were flexible enough in form and content to meet the requirements of a wide range of government agencies and academic institutions.

A Project Board was established consisting of representatives of the Central Intelligence Agency Language Learning Center, the Defense Language Institute, the State Department's Foreign Service Institute, the Cryptologic School of the National Security Agency, and the U.S. Office of Education, later joined by the Canadian Forces Foreign Language School. The representatives have included Arthur T. McNeill, John Hopkins, and John Boag (CIA); Colonel John F. Elder III, Joseph C. Hutchinson, Ivy Gibian, and Major Bernard Muller-Thym (DLI); James R. Frith and John B. Ratliff III (FSI); Kazuo Shitama (NSA); Richard T. Thompson and Julia Petrov (OE); and Lieutenant Colonel George Kozoriz (CFFLS).

The Project Board set up the Chinese Core Curriculum Project in 1974 in space provided at the Foreign Service Institute. Each of the six U.S. and Canadian government agencies provided funds and other assistance.

Gerard P. Kok was appointed project coordinator, and a planning council was formed consisting of Mr. Kok, Frances Li of the Defense Language Institute, Patricia O'Connor of the University of Texas, Earl M. Rickerson of the Language Learning Center, and James Wrenn of Brown University. In the fall of 1977, Lucille A. Barale was appointed deputy project coordinator. David W. Dellinger of the Language Learning Center and Charles R. Sheehan of the Foreign Service Institute also served on the planning council and contributed material to the project. The planning council drew up the original overall design for the materials and met regularly to review their development.

Writers for the first half of the materials were John H. T. Harvey, Lucille A. Barale, and Roberta S. Barry, who worked in close cooperation with the planning council and with the Chinese staff of the Foreign Service Institute. Mr. Harvey developed the instructional formats of the comprehension and production self-study materials, and also designed the communication-based classroom activities and wrote the teacher's guides. Lucille A. Barale and Roberta S. Barry wrote the tape scripts and the student text. By 1978 Thomas E. Madden and Susan C. Pola had joined the staff. Led by Ms. Barale, they have worked as a team to produce the materials subsequent to Module 6.

All Chinese language material was prepared or selected by Chuan O. Chao, Ying-chi Chen, Hsiao-jung Chi, Eva Diao, Jan Hu, Tsung-mi Li, and Yunhui C. Yang, assisted for part of the time by Chieh-fang Ou Lee, Ying-ming Chen, and Joseph Yu Hsu Wang. Anna Affholder, Mei-li Chen, and Henry Khuo helped in the preparation of a preliminary corpus of dialogues.

Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

The production of tape recordings was directed by Jose M. Ramirez of the Foreign Service Institute Recording Studio. The Chinese script was voiced by Ms. Chao, Ms. Chen, Mr. Chen, Ms. Diao, Ms. Hu, Mr. Khuo, Mr. Li, and Ms. Yang. The English script was read by Ms. Barale, Ms. Barry, Mr. Basciano, Ms. Ellis, Ms. Pola, and Ms. Strype.

The graphics were produced by John McClelland of the Foreign Service Institute Audio-Visual staff, under the general supervision of Joseph A. Sadote, Chief of Audio-Visual.

Standard Chinese: A Modular Approach was field-tested with the cooperation of Brown University; the Defense Language Institute, Foreign Language Center; the Foreign Service Institute; the Language Learning Center; the United States Air Force Academy; the University of Illinois; and the University of Virginia.

Colonel Samuel L. Stapleton and Colonel Thomas G. Foster, Commandants of the Defense Language Institute, Foreign Language Center, authorized the DLIFLC support necessary for preparation of this edition of the course materials. This support included coordination, graphic arts, editing, typing, proofreading, printing, and materials necessary to carry out these tasks.

James R. Frith

James R. Frith, Chairman
Chinese Core Curriculum Project Board

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INTRODUCTION

SECTION I: ABOUT THE COURSE

This course is designed to give you a practical command of spoken Standard Chinese. You will learn both to understand and to speak it. Although Standard Chinese is one language, there are differences between the particular form it takes in Beijing and the form it takes in the rest of the country. There are also, of course, significant nonlinguistic differences between regions of the country. Reflecting these regional differences, the settings for most conversations are Beijing and Taipei.

This course represents a new approach to the teaching of foreign languages. In many ways it redefines the roles of teacher and student, of classwork and homework, and of text and tape. Here is what you should expect:

The focus is on communicating in Chinese in practical situations--the obvious ones you will encounter upon arriving in China. You will be communicating in Chinese most of the time you are in class. You will not always be talking about real situations, but you will almost always be purposefully exchanging information in Chinese.

This focus on communicating means that the teacher is first of all your conversational partner. Anything that forces him* back into the traditional roles of lecturer and drillmaster limits your opportunity to interact with a speaker of the Chinese language and to experience the language in its full spontaneity, flexibility, and responsiveness.

Using class time for communicating, you will complete other course activities out of class whenever possible. This is what the tapes are for. They introduce the new material of each unit and give you as much additional practice as possible without a conversational partner.

The texts summarize and supplement the tapes, which take you through new material step by step and then give you intensive practice on what you have covered. In this course you will spend almost all your time listening to Chinese and saying things in Chinese, either with the tapes or in class.

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*As used in this course, the words "he," "him," and "his" are intended to include both masculine and feminine genders. (Translations of foreign language material not included.)

How the Course Is Organized

The subtitle of this course, "A Modular Approach," refers to overall organization of the materials into MODULES which focus on particular situations or language topics and which allow a certain amount of choice as to what is taught and in what order. To highlight equally significant features of the course, the subtitle could just as well have been "A Situational Approach," "A Taped-Input Approach," or "A Communicative Approach."

Ten situational modules form the core of the course:

ORIENTATION (ORN)	Talking about who you are and where you are from.
BIOGRAPHIC INFORMATION (BIO)	Talking about your background, family, studies, and occupation and about your visit to China.
MONEY (MON)	Making purchases and changing money.
DIRECTIONS (DIR)	Asking directions in a city or in a building.
TRANSPORTATION (TRN)	Taking buses, taxis, trains, and planes, including finding out schedule information, buying tickets, and making reservations.
ARRANGING A MEETING (MTG)	Arranging a business meeting or a social get-together, changing the time of an appointment, and declining an invitation.
SOCIETY (SOC)	Talking about families, relationships between people, cultural roles in traditional society, and cultural trends in modern society.
TRAVELING IN CHINA (TRL)	Making travel arrangements and visiting a kindergarten, the Great Wall, the Ming Tombs, a commune, and a factory.
LIFE IN CHINA (LIC)	Talking about daily life in Beijing street committees, leisure activities, traffic and transportation, buying and rationing, housing.
TALKING ABOUT THE NEWS (TAN)	Talking about government and party policy changes described in newspapers: the educational system, agricultural policy, international policy, ideological policy, and policy in the arts.

Each core module consists of tapes, a student textbook, and a workbook.

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In addition to the ten CORE modules, there are also RESOURCE modules and OPTIONAL modules. Resource modules teach particular systems in the language, such as numbers and dates. As you proceed through a situational core module, you will occasionally take time out to study part of a resource module. (You will begin the first three of these while studying the Orientation Module.)

PRONUNCIATION AND ROMANIZATION (P&R)	The sound system of Chinese and the Pinyin system of romanization.
NUMBERS (NUM)	Numbers up to five digits.
CLASSROOM EXPRESSIONS (CE)	Expressions basic to the classroom learning situation.
TIME AND DATES (T&D)	Dates, days of the week, clock time, parts of the day.
GRAMMAR	Aspect and verb types, word order, multisyllabic verbs and bǎ, auxiliary verbs, complex sentences, adverbial expressions.

Each module consists of tapes and a student textbook.

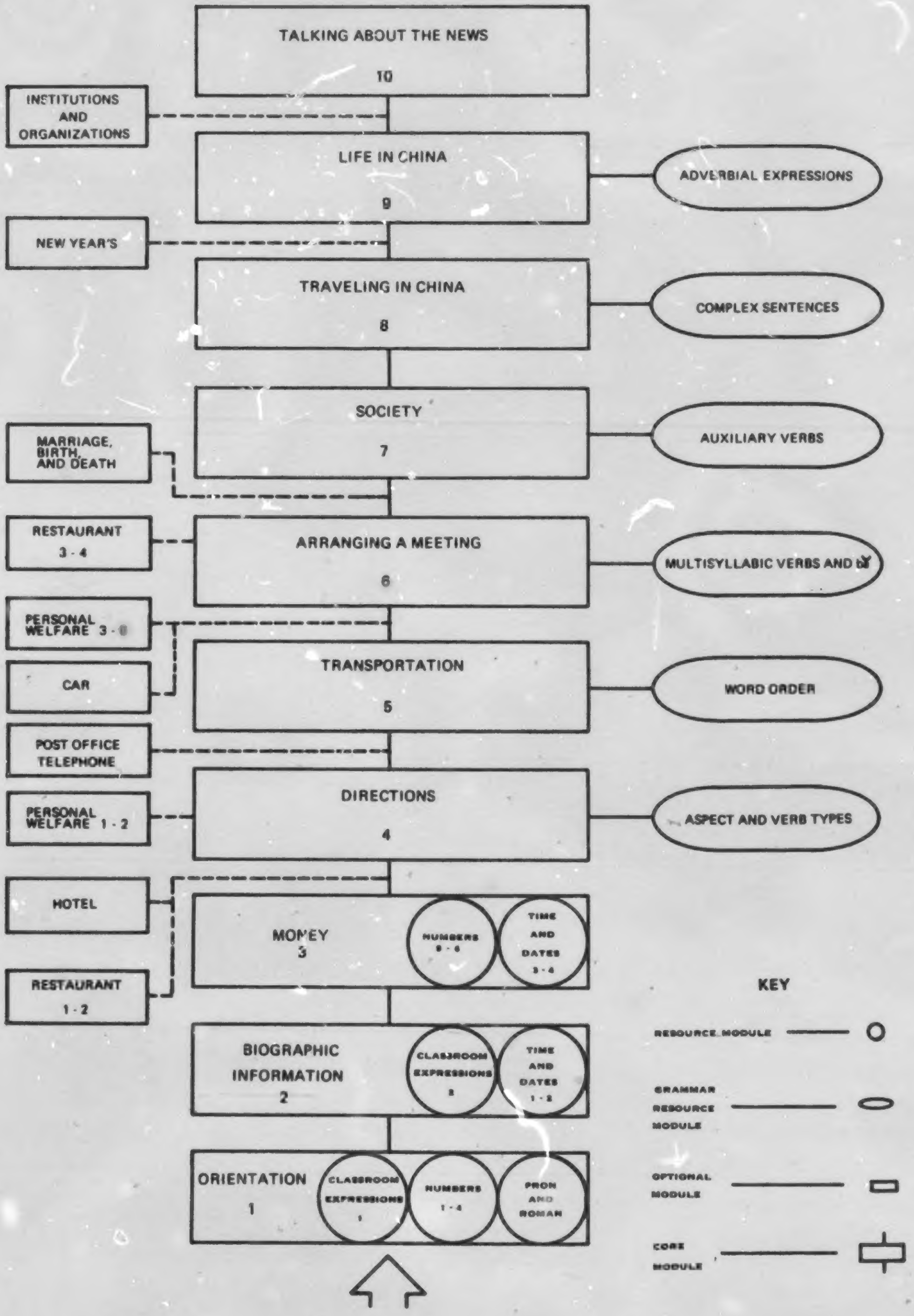
The eight optional modules focus on particular situations:

- RESTAURANT (RST)
- HOTEL (HTL)
- PERSONAL WELFARE (WLF)
- POST OFFICE AND TELEPHONE (PST/TEL)
- CAR (CAR)
- CUSTOMS SURROUNDING MARRIAGE, BIRTH, AND DEATH (MBD)
- NEW YEAR'S CELEBRATION (NYR)
- INSTITUTIONS AND ORGANIZATIONS (I&O)

Each module consists of tapes and a student textbook. These optional modules may be used at any time after certain core modules.

The diagram on page 4 shows how the core modules, optional modules, and resource modules fit together in the course. Resource modules are shown where study should begin. Optional modules are shown where they may be introduced.

STANDARD CHINESE :
A MODULAR APPROACH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5
WORD ORDER
POST OFFICE TELEPHONE
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DIRECTIONS
4
ASPECT AND VERB TYPES
HOTEL
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NUMBERS 5 - 6
TIME AND DATES 3 - 4
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ORIENTATION
1
CLASSROOM EXPRESSIONS 1
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PRON AND ROMAN
KEY
RESOURCE MODULE
GRAMMAR RESOURCE MODULE
OPTIONAL MODULE
CORE MODULE

Inside a Core Module

Each core module has from four to eight units. A module also includes

Objectives: The module objectives are listed at the beginning of the text for each module. Read these before starting work on the first unit to fix in your mind what you are trying to accomplish and what you will have to do to pass the test at the end of the module.

Target Lists: These follow the objectives in the text. They summarize the language content of each unit in the form of typical questions and answers on the topic of that unit. Each sentence is given both in romanized Chinese and in English. Turn to the appropriate Target List before, during, or after your work on a unit, whenever you need to pull together what is in the unit.

Review Tapes (R-1): The Target List sentences are given on these tapes. Except in the short Orientation Module, there are two R-1 tapes for each module.

Criterion Test: After studying each module, you will take a Criterion Test to find out which module objectives you have met and which you need to work on before beginning to study another module.

Inside a Unit

Here is what you will be doing in each unit. First, you will work through two tapes:

1. Comprehension Tape 1 (C-1): This tape introduces all the new words and structures in the unit and lets you hear them in the context of short conversational exchanges. It then works them into other short conversations and longer passages for listening practice, and finally reviews them in the Target List sentences. Your goal when using the tape is to understand all the Target List sentences for the unit.

2. Production Tape 1 (P-1): This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-1 tape. Your goal when using the P-1 tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.

The C-1 and P-1 tapes, not accompanied by workbooks, are "portable" in the sense that they do not tie you down to your desk. However, there are some written materials for each unit which you will need to work into your study routine. A text Reference List at the beginning of each unit contains the sentences from the C-1 and P-1 tapes. It includes both the Chinese sentences and their English equivalents. The text Reference Notes restate and expand the comments made on the C-1 and P-1 tapes concerning grammar, vocabulary, pronunciation, and culture.

After you have worked with the C-1 and P-1 tapes, you go on to two class activities:

3. Target List Review: In this first class activity of the unit, you find out how well you learned the C-1 and P-1 sentences. The teacher checks your understanding and production of the Target List sentences. He also presents any additional required vocabulary items, found at the end of the Target List, which were not on the C-1 and P-1 tapes.

4. Structural Buildup: During this class activity, you work on your understanding and control of the new structures in the unit. You respond to questions from your teacher about situations illustrated on a chalkboard or explained in other ways.

After these activities, your teacher may want you to spend some time working on the drills for the unit.

5. Drill Tape: This tape takes you through various types of drills based on the Target List sentences and on the additional required vocabulary.

6. Drills: The teacher may have you go over some or all of the drills in class, either to prepare for work with the tape, to review the tape, or to replace it.

Next, you use two more tapes. These tapes will give you as much additional practice as possible outside of class.

7. Comprehension Tape 2 (C-2): This tape provides advanced listening practice with exercises containing long, varied passages which fully exploit the possibilities of the material covered. In the C-2 Workbook you answer questions about the passages.

8. Production Tape 2 (P-2): This tape resembles the Structural Buildup in that you practice using the new structures of the unit in various situations. The P-2 Workbook provides instructions and displays of information for each exercise.

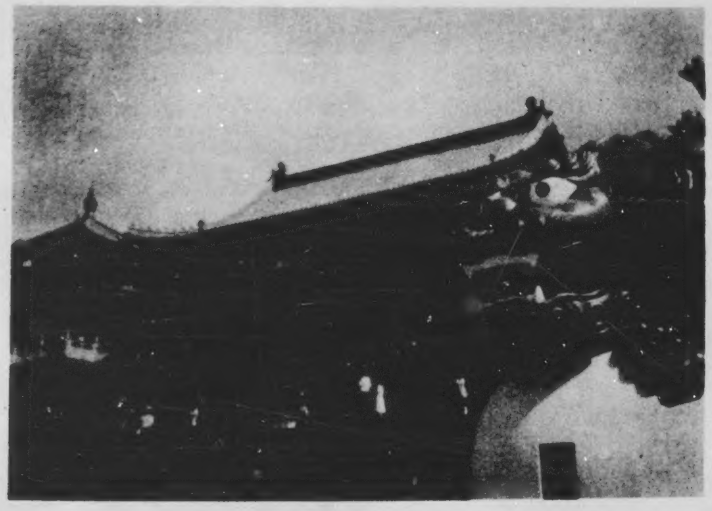
Following work on these two tapes, you take part in two class activities:

9. Exercise Review: The teacher reviews the exercises of the C-2 tape by reading or playing passages from the tape and questioning you on them. He reviews the exercises of the P-2 tape by questioning you on information displays in the P-2 Workbook.

10. Communication Activities: Here you use what you have learned in the unit for the purposeful exchange of information. Both fictitious situations (in Communication Games) and real-world situations involving you and your classmates (in "interviews") are used.

Materials and Activities for a Unit

TAPED MATERIALS	WRITTEN MATERIALS	CLASS ACTIVITIES
C-1, P-1 Tapes	Target List Reference List Reference Notes	Target List Review
----------------	------------------	Structural Buildup
D-1 Tapes	Drills	Drills
C-2, P-2 Tapes	Reference Notes C-2, P-2 Workbooks	Exercise Review
----------------	------------------	Communication Activities



Wén wǔ Temple in central Taiwan
(courtesy of Thomas Madden)

SECTION II

BACKGROUND NOTES: ABOUT CHINESE

The Chinese Languages

We find it perfectly natural to talk about a language called "Chinese." We say, for example, that the people of China speak different dialects of Chinese, and that Confucius wrote in an ancient form of Chinese. On the other hand, we would never think of saying that the people of Italy, France, Spain, and Portugal speak dialects of one language, and that Julius Caesar wrote in an ancient form of that language. But the facts are almost exactly parallel.

Therefore, in terms of what we think of as a language when closer to home, "Chinese" is not one language, but a family of languages. The language of Confucius is partway up the trunk of the family tree. Like Latin, it lived on as a literary language long after its death as a spoken language in popular use. The seven modern languages of China, traditionally known as the "dialects," are the branches of the tree. They share as strong a family resemblance as do Italian, French, Spanish, and Portuguese, and are about as different from one another.

The predominant language of China is now known as Pǔtōnghuà, or "Standard Chinese" (literally "the common speech"). The more traditional term, still used in Taiwan, is Guóyǔ, or "Mandarin" (literally "the national language"). Standard Chinese is spoken natively by almost two-thirds of the population of China and throughout the greater part of the country.

The term "Standard Chinese" is often used more narrowly to refer to the true national language which is emerging. This language, which is already the language of all national broadcasting, is based primarily on the Peking dialect, but takes in elements from other dialects of Standard Chinese and even from other Chinese languages. Like many national languages, it is more widely understood than spoken, and is often spoken with some concessions to local speech, particularly in pronunciation.

The Chinese languages and their dialects differ far more in pronunciation than in grammar and vocabulary. What distinguishes Standard Chinese most from the other Chinese languages, for example, is that it has the fewest tones and the fewest final consonants.

The remaining six Chinese languages, spoken by approximately a quarter of the population of China, are tightly grouped in the southeast, below the Yangtze River. The six are: the Wu group (Wú), which includes the "Shanghai dialect"; Hunanese (Xiāng); the "Kiangsi dialect" (Gàn); Cantonese (Yuè), the language of Guǎngdōng, widely spoken in Chinese communities in the United States; Fukienese (Mǐn), a variant of which is spoken by a majority on Taiwan and hence called Taiwanese; and Hakka (Kèjiā), spoken in a belt above the Cantonese area, as well as by a minority on Taiwan. Cantonese, Fukienese, and Hakka are also widely spoken throughout Southeast Asia.

There are minority ethnic groups in China who speak non-Chinese languages. Some of these, such as Tibetan, are distantly related to the Chinese languages. Others, such as Mongolian, are entirely unrelated.

Some Characteristics of Chinese

To us, perhaps the most striking feature of spoken Chinese is the use of variation in tone ("tones") to distinguish the different meanings of syllables which would otherwise sound alike. All languages, and Chinese is no exception, make use of sentence intonation to indicate how whole sentences are to be understood. In English, for example, the rising pattern in "He's gone?" tells us that the sentence is meant as a question. The Chinese tones, however, are quite a different matter. They belong to individual syllables, not to the sentence as a whole. An inherent part of each Standard Chinese syllable is one of four distinctive tones. The tone does just as much to distinguish the syllable as do the consonants and vowels. For example, the only difference between the verb "to buy," mǎi, and the verb "to sell," mài, is the Low tone (ˇ) and the Falling tone (ˋ). And yet these words are just as distinguishable as our words "buy" and "guy," or "buy" and "boy." Apart from the tones, the sound system of Standard Chinese is no more different from English than French is.

Word formation in Standard Chinese is relatively simple. For one thing, there are no conjugations such as are found in many European languages. Chinese verbs have fewer forms than English verbs, and nowhere near as many irregularities. Chinese grammar relies heavily on word order, and often the word order is the same as in English. For these reasons Chinese is not as difficult for Americans to learn to speak as one might think.

It is often said that Chinese is a monosyllabic language. This notion contains a good deal of truth. It has been found that, on the average, every other word in ordinary conversation is a single-syllable word. Moreover, although most words in the dictionary have two syllables, and some have more, these words can almost always be broken down into single-syllable units of meaning, many of which can stand alone as words.

Written Chinese

Most languages with which we are familiar are written with an alphabet. The letters may be different from ours, as in the Greek alphabet, but the principle is the same: one letter for each consonant or vowel sound, more or less. Chinese, however, is written with "characters" which stand for whole syllables--in fact, for whole syllables with particular meanings. Although there are only about thirteen hundred phonetically distinct syllables in standard Chinese, there are several thousand Chinese characters in everyday use, essentially one for each single-syllable unit of meaning. This means that many words have the same pronunciation but are written with different characters, as tiān, "sky," 天, and tiān, "to add," "to increase," 添. Chinese characters are often referred to as "ideographs," which suggests that they stand directly for ideas. But this is misleading. It is better to think of them as standing for the meaningful syllables of the spoken language.

Minimal literacy in Chinese calls for knowing about a thousand characters. These thousand characters, in combination, give a reading vocabulary of several thousand words. Full literacy calls for knowing some three thousand characters. In order to reduce the amount of time needed to learn characters, there has been a vast extension in the People's Republic of China (PRC) of the principle of character simplification, which has reduced the average number of strokes per character by half.

During the past century, various systems have been proposed for representing the sounds of Chinese with letters of the Roman alphabet. One of these romanizations, Hànyǔ Pīnyīn (literally "Chinese Language Spelling," generally called "Pinyin" in English), has been adopted officially in the PRC, with the short-term goal of teaching all students the Standard Chinese pronunciation of characters. A long-range goal is the use of Pinyin for written communication throughout the country. This is not possible, of course, until speakers across the nation have uniform pronunciations of Standard Chinese. For the time being, characters, which represent meaning, not pronunciation, are still the most widely accepted way of communicating in writing.

Pinyin uses all of the letters in our alphabet except v, and adds the letter ü. The spellings of some of the consonant sounds are rather arbitrary from our point of view, but for every consonant sound there is only one letter or one combination of letters, and vice versa. You will find that each vowel letter can stand for different vowel sounds, depending on what letters precede or follow it in the syllable. The four tones are indicated by accent marks over the vowels, and the Neutral tone by the absence of an accent mark:

High: mā
Rising: má
Low: mǎ
Falling: mà
Neutral: ma

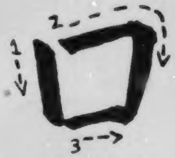
One reason often given for the retention of characters is that they can be read, with the local pronunciation, by speakers of all the Chinese languages. Probably a stronger reason for retaining them is that the characters help keep alive distinctions of meaning between words, and connections of meaning between words, which are fading in the spoken language. On the other hand, a Cantonese could learn to speak Standard Chinese, and read it alphabetically, at least as easily as he can learn several thousand characters.

Pinyin is used throughout this course to provide a simple written representation of pronunciation. The characters, which are chiefly responsible for the reputation of Chinese as a difficult language, are taught separately.

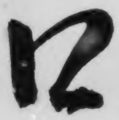
BACKGROUND NOTES: ABOUT CHINESE CHARACTERS

Each Chinese character is written as a fixed sequence of strokes. There are very few basic types of strokes, each with its own prescribed direction, length, and contour. The dynamics of these strokes as written with a brush, the classical writing instrument, show up clearly even in printed characters. You can tell from the varying thickness of the stroke how the brush met the paper, how it swooped, and how it lifted; these effects are largely lost in characters written with a ball-point pen.

The sequence of strokes is of particular importance. Let's take the character for "mouth," pronounced kǒu. Here it is as normally written, with the order and directions of the strokes indicated.



If the character is written rapidly, in "running-style writing," one stroke glides into the next, like this.



If the strokes were written in any but the proper order, quite different distortions would take place as each stroke reflected the last and anticipated the next, and the character would be illegible.

The earliest surviving Chinese characters, inscribed on the Shang Dynasty "oracle bones" of about 1500 B.C., already included characters that went beyond simple pictorial representation. There are some characters in use today which are pictorial, like the character for "mouth." There are also some which are directly symbolic, like our Roman numerals I, II, and III. (The characters for these numbers--the first numbers you learn in this course--are like the Roman numerals turned on their sides.) There are some which are indirectly symbolic, like our Arabic numerals 1, 2, and 3. But the most common type of character is complex, consisting of two parts: a "phonetic," which suggests the pronunciation, and a "radical," which broadly characterizes the meaning. Let's take the following character as an example.

洋

This character means "ocean" and is pronounced yáng. The left side of the character, the three short strokes, is an abbreviation of a character which means "water" and is pronounced shuǐ. This is the "radical." It has been borrowed only for its meaning, "water." The right side of the character above is a character which means "sheep" and is pronounced yáng. This is the "phonetic." It has been borrowed only for its sound value, yáng. A speaker of Chinese encountering the above character for the first time could probably figure out that the only Chinese word that sounds like yáng and means something like "water" is the word yáng meaning "ocean." We, as speakers of English, might not be able to figure it out. Moreover, phonetics and radicals seldom work as neatly as in this example. But we can still learn to make good use of these hints at sound and sense.

Many dictionaries classify characters in terms of the radicals. According to one of the two dictionary systems used, there are 176 radicals; in the other system, there are 214. There are over a thousand phonetics.

Chinese has traditionally been written vertically, from top to bottom of the page, starting on the right-hand side, with the pages bound so that the first page is where we would expect the last page to be. Nowadays, however, many Chinese publications paginate like Western publications, and the characters are written horizontally, from left to right.

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

A Chinese personal name consists of two parts: a surname and a given name. There is no middle name. The order is the reverse of ours: surname first, given name last.

The most common pattern for Chinese names is a single-syllable surname followed by a two-syllable given name:*

Máo Zédōng (Mao Tse-tung)
Zhōu Ēnlái (Chou En-lai)
Jiăng Jièshí (Chiang Kai-shek)
Sòng Qìnglíng (Soong Ch'ing-ling--Mme Sun Yat-sen)
Sòng Mĕilíng (Soong Mei-ling--Mme Chiang Kai-shek)

It is not uncommon, however, for the given name to consist of a single syllable:

Zhū Dé (Chu Teh)
Lín Biāo (Lin Piao)
Hú Shì (Hu Shih)
Jiāng Qīng (Chiang Ch'ing--Mme Mao Tse-tung)

There are a few two-syllable surnames. These are usually followed by single-syllable given names:

Sīmă Guāng (Ssu-ma Kuang)
Ōuyáng Xiū (Ou-yang Hsiu)
Zhūgĕ Liàng (Chu-ke Liang)

But two-syllable surnames may also be followed by two-syllable given names:

Sīmă Xiāngrú (Ssu-ma Hsiang-ju)

An exhaustive list of Chinese surnames includes several hundred written with a single character and several dozen written with two characters. Some single-syllable surnames sound exactly alike although written with different characters, and to distinguish them, the Chinese may occasionally have to describe the character or "write" it with a finger on the palm of a hand. But the surnames that you are likely to encounter are fewer than a hundred, and a handful of these are so common that they account for a good majority of China's population.

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*The first version of each example is in the Pinyin system of romanization. The second, parenthesized version is the conventional, or anglicized, spelling.

Given names, as opposed to surnames, are not restricted to a limited list of characters. Men's names are often but not always distinguishable from women's; the difference, however, usually lies in the meaning of the characters and so is not readily apparent to the beginning student with a limited knowledge of characters.

Outside the People's Republic the traditional system of titles is still in use. These titles closely parallel our own "Mr.," "Mrs.," and "Miss." Notice, however, that all Chinese titles follow the name--either the full name or the surname alone--rather than preceding it.

The title "Mr." is Xiānsheng.

Mǎ Xiānsheng
Mǎ Mínglǐ Xiānsheng

The title "Mrs." is Tàitai. It follows the husband's full name or surname alone.

Mǎ Tàitai
Mǎ Mínglǐ Tàitai

The title "Miss" is Xiǎojiě. The Mǎ family's grown daughter, Défēn, would be

Mǎ Xiǎojiě
Mǎ Défēn Xiǎojiě

Even traditionally, outside the People's Republic, a married woman does not take her husband's name in the same sense as in our culture. If Miss Fāng Bǎolán marries Mr. Mǎ Mínglǐ, she becomes Mrs. Mǎ Mínglǐ, but at the same time she remains Fāng Bǎolán. She does not become Mǎ Bǎolán; there is no equivalent of "Mrs. Mary Smith." She may, however, add her husband's surname to her own full name and refer to herself as Mǎ Fāng Bǎolán. At work she is quite likely to continue as Miss Fāng.

These customs regarding names are still observed by many Chinese today in various parts of the world. The titles carry certain connotations, however, when used in the PRC today: Tàitai should not be used because it designates that woman as a member of the leisure class. Xiǎojiě should not be used because it carries the connotation of being from a rich family.

In the People's Republic, the title "Comrade," Tóngzhì, is used in place of the titles Xiānsheng, Tàitai, and Xiǎojiě. Mǎ Mínglǐ would be

Mǎ Tóngzhì
Mǎ Mínglǐ Tóngzhì

The title "Comrade" is applied to all, regardless of sex or marital status. A married woman does not take her husband's name in any sense. Mǎ Mínglǐ's wife would be

Fāng Tóngzhì
Fāng Bǎolán Tóngzhì

Children may be given either the mother's or the father's surname at birth. In some families one child has the father's surname, and another child has the mother's surname. Mǎ Mínglǐ's and Fāng Bǎolán's grown daughter could be

Mǎ Tóngzhì
Mǎ Défēn Tóngzhì

Their grown son could be

Fāng Tóngzhì
Fāng Zìqiáng Tóngzhì

Both in the PRC and elsewhere, of course, there are official titles and titles of respect in addition to the common titles we have discussed here. Several of these will be introduced later in the course.

The question of adapting foreign names to Chinese calls for special consideration. In the People's Republic the policy is to assign Chinese phonetic equivalents to foreign names. These approximations are often not as close phonetically as they might be, since the choice of appropriate written characters may bring in nonphonetic considerations. (An attempt is usually made when transliterating to use characters with attractive meanings.) For the most part, the resulting names do not at all resemble Chinese names. For example, the official version of "David Anderson" is Dàiwéi Āndésēn.

An older approach, still in use outside the PRC, is to construct a valid Chinese name that suggests the foreign name phonetically. For example, "David Anderson" might be Ān Dàwèi.

Sometimes, when a foreign surname has the same meaning as a Chinese surname, semantic suggestiveness is chosen over phonetic suggestiveness. For example, Wáng, a common Chinese surname, means "king," so "Daniel King" might be rendered Wáng Dànián.

Students in this course will be given both the official PRC phonetic equivalents of their names and Chinese-style names.

MODULE 1: ORIENTATION

The Orientation Module and associated resource modules provide the linguistic tools needed to begin the study of Chinese. The materials also introduce the teaching procedures used in this course.

The Orientation Module is not a typical course module in several respects. First, it does not have a situational topic of its own, but rather leads into the situational topic of the following module--Biographic Information. Second, it teaches only a little Chinese grammar and vocabulary. Third, two of the associated resource modules (Pronunciation and Romanization, Numbers) are not optional; together with the Orientation Module, they are prerequisite to the rest of the course.

OBJECTIVES

Upon successful completion of this module and the two associated resource modules, the student should

1. Distinguish the sounds and tones of Chinese well enough to be able to write the Hànyǔ Pīnyīn romanization for a syllable after hearing the syllable.

2. Be able to pronounce any combination of sounds found in the words of the Target Lists when given a romanized syllable to read. (Although the entire sound system of Chinese is introduced in the module, the student is responsible for producing only sounds used in the Target Sentences for ORN. Producing the remaining sounds is included in the Objectives for Biographic Information.)

3. Know the names and locations of five cities and five provinces of China well enough to point out their locations on a map, and pronounce the names well enough to be understood by a Chinese.

4. Comprehend the numbers 1 through 99 well enough to write them down when dictated, and be able to say them in Chinese when given English equivalents.

5. Understand the Chinese system of using personal names, including the use of titles equivalent to "Mr.," "Mrs.," "Miss," and "Comrade."

6. Be able to ask and understand questions about where someone is from.

7. Be able to ask and understand questions about where someone is.

8. Be able to give the English equivalents for all the Chinese expressions in the Target Lists.

9. Be able to say all the Chinese expressions in the Target Lists when cued with English equivalents.

10. Be able to take part in short Chinese conversations, based on the Target Lists, about how he is, who he is, and where he is from.

TAPES FOR ORN AND ASSOCIATED RESOURCE MODULES

Orientation (ORN)

Unit 1:	1 C-1	1 P-1	1&2 D-1		
Unit 2:	2 C-1	2 P-1			
Unit 3:	3 C-1	3 P-1	3 D-1	3 C-2	3 P-2
Unit 4:	4 C-1	4 P-1	4 D-1	4 C-2	4 P-2

Pronunciation and Romanization (P&R)

P&R 1　P&R 2　P&R 3　P&R 4　P&R 5　P&R 6

Numbers (NUM)

NUM 1　NUM 2　NUM 3　NUM 4

Classroom Expressions (CE)

CE 1

UNIT 1 TARGET LIST

1.	A:	Nĭ shi shéi?	Who are you?
	B:	Wŏ shi Wáng Dànián.	I am Wáng Dànián (Daniel King).
	A:	Wŏ shi Hú Mĕilíng.	I am Hú Mĕilíng.
2.	A:	Nĭ xìng shénme?	What is your surname?
	B:	Wŏ xìng Wáng.	My surname is Wáng (King).
	A:	Wŏ xìng Hú.	My surname is Hú.
3.	A:	Tā shi shéi?	Who is he/she?
	B:	Tā shi Mă Mínglĭ.	He is Mă Mínglĭ.
	A:	Tā shi Mă Xiānsheng.	He is Mr. Mă.
	B:	Tā shi Mă Tàitai.	She is Mrs. Mă.
	A:	Tā shi Mă Xiăojiĕ.	She is Miss Mă.
	B:	Tā shi Mă Tóngzhì.	He/she is Comrade Mă.
4.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is he?
	B:	Tā shi Mă Mínglĭ Xiānsheng.	He is Mr. Mă Mínglĭ.
5.	A:	Xiānsheng, tā shi shéi?	Sir, who is she?
	B:	Tā shi Mă Mínglĭ Tàitai.	She is Mrs. Mă Mínglĭ.
6.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Băolán Tóngzhì.	She is Comrade Fāng Băolán.

UNIT 2 TARGET LIST

1.	A:	Nĭ shi Wáng Xiānsheng ma?	Are you Mr. Wáng?
	B:	Wŏ shi Wáng Dànián.	I am Wáng Dànián.
	A:	Wŏ bú shi Wáng Xiānsheng.	I'm not Mr. Wáng.
2.	A:	Nĭ xìng Wáng ma?	Is your surname Wáng?
	B:	Wŏ xìng Wáng.	My surname is Wáng.
	A:	Wŏ bú xìng Wáng.	My surname isn't Wáng.

3.	A:	Nín guìxìng?	Your surname? (POLITE)
	B:	Wǒ xìng Wáng.	My surname is Wáng.
4.	A:	Nǐ jiào shénme?	What is your given name?
	B:	Wǒ jiào Dànián.	My given name is Dànián (Daniel).
5.	A:	Nǐ hǎo a?	How are you?
	B:	Wǒ hǎo. Nǐ ne?	I'm fine. And you?
	A:	Hǎo. Xièxie.	Fine, thank you.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

6.	míngzi	given name

UNIT 3 TARGET LIST

1.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Shì.	Yes (I am).
	B:	Bú shi.	No (I'm not).
2.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Shì, wǒ shi Zhōngguo rén.	Yes, I'm Chinese.
	B:	Bú shi, wǒ bú shi Zhōngguo rén.	No, I'm not Chinese.
3.	A:	Nǐ shi něiguo rén?	What's your nationality?
	B:	Wǒ shi Měiguo rén.	I'm an American.
	B:	Wǒ shi Zhōngguo rén.	I'm Chinese.
	B:	Wǒ shi Yǐngguo rén.	I'm English.
4.	A:	Nǐ shi nǎrde rén?	Where are you from?
	B:	Wǒ shi Jiǎzhōu rén.	I'm a Californian.
	B:	Wǒ shi Shànghǎi rén.	I'm from Shànghǎi.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

5.	Déguó	Germany
6.	Èguó (Éguó)	Russia
7.	Fàguó (Fǎguó)	France
8.	Rìběn	Japan

UNIT 4 TARGET LIST

1.	A:	Āndésēn Xiānsheng, nǐ shi nǎrde rén?	Where are you from, Mr. Anderson?
	B:	Wǒ shi Dézhōu rén.	I'm from Texas.
	A:	Āndésēn Fūren ne?	And Mrs. Anderson?
	B:	Tā yě shi Dézhōu rén.	She is from Texas too.
2.	A:	Tā shi Yīngguo rén ma?	Is he English?
	B:	Bú shi, tā bú shi Yīngguo rén.	No, he is not English.
	A:	Tā àiren ne?	And his wife?
	B:	Tā yě bú shi Yīngguo rén.	She isn't English either.
3.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Shāndōng.	My family is from Shāndōng.
4.	A:	Qīngdǎo zài zhèr ma?	Is Qīngdǎo here? (pointing to a map)
	B:	Qīngdǎo bú zài nàr, zài zhèr.	Qīngdǎo isn't there; it's here. (pointing to a map)
5.	A:	Nǐ àiren xiànzài zài nǎr?	Where is your spouse now?
	B:	Tā xiànzài zài Jiānádà.	He/she is in Canada now.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

6. Learn the pronunciation and location of any five cities and five provinces of China found on the maps on pages 80-81.

On a Běijīng street
(courtesy of Pat Fox)

UNIT 1

INTRODUCTION

Topics Covered in This Unit

1. Questions and answers about full names and surnames.
2. Titles and terms of address ("Mr.," "Mrs.," etc.).

Prerequisites to the Unit

(Be sure to complete these before starting the unit.)

1. Background Notes.
2. P&R 1 (Tape 1 of the resource module on Pronunciation and Romanization), the tones.
3. P&R 2 (Tape 2 of the resource module on Pronunciation and Romanization), the tones.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The drill tape (1D-1).

About the C-1 and P-1 Tapes

The C-1 and P-1 tapes are your introduction to the Chinese words and structures presented in each unit. The tapes give you explanations and practice on the new material. By the time you have worked through these two tapes, you will be competent in understanding and producing the expressions introduced in the unit.

With the C-1 tape, you learn to understand the new words and structures. The material is presented in short conversational exchanges, first with English translations and later with pauses which allow you to translate. Try to give a complete English translation for each Chinese expression. Your goal when using the C-1 tape is to learn the meanings of all the words and structures as they are used in the sentences.

With the P-1 tape, you learn to put together these sentences. You learn to pronounce each new word and use each new structure. When the recorded instructions direct you to pronounce a word or say a sentence, do so out loud. It is important for you to hear yourself speaking Chinese, so that you will know whether you are pronouncing the words correctly. Making the effort to say the expression is a big part of learning it. It is one thing to think about how a sentence should be put together or how it should sound. It is another thing to put it together that way or make it sound that way. Your goal when using the P-1 tape is to produce the Target List expressions in Chinese when given English equivalents. At the end of each P-1 tape is a review of the Target List which you can go over until you have mastered the expressions.

At times, you may feel that the material on a tape is being presented too fast. You may find that there is not enough time allowed for working out the meaning of a sentence or saying a sentence the way you want to. When this happens, stop the tape. If you want to, rewind. Use the control buttons on your machine to make the tape manageable for you and to get the most out of it.

About the Reference List and the Reference Notes

The Reference List and the Reference Notes are designed to be used before, during, or directly after work with the C-1 and P-1 tapes.

The Reference List is a summary of the C-1 and P-1 tapes. It contains all sentences which introduce new material, showing you both the Chinese sentences written in romanization and their English equivalents. You will find that the list is printed so that either the Chinese or the English can be covered to allow you to test yourself on comprehension, production, or romanization of the sentences.

The Reference Notes give you information about grammar, pronunciation, and cultural usage. Some of these explanations duplicate what you hear on the C-1 and P-1 tapes. Other explanations contain new information.

You may use the Reference List and Reference Notes in various ways. For example, you may follow the Reference Notes as you listen to a tape, glancing at an exchange or stopping to read a comment whenever you want to. Or you may look through the Reference Notes before listening to a tape, and then use the Reference List while you listen, to help you keep track of where you are. Whichever way you decide to use these parts of a unit, remember that they are reference materials. Don't rely on the translations and romanizations as subtitles for the C-1 tape or as cue cards for the P-1 tape, for this would rob you of your chance to develop listening and responding skills.

About the Drills

The drills help you develop fluency, ease of response, and confidence. You can go through the drills on your own, with the drill tapes, and the teacher may take you through them in class as well.

Allow more than half an hour for a half-hour drill tape, since you will usually need to go over all or parts of the tape more than once to get full benefit from it.

The drills include many personal names, providing you with valuable pronunciation practice. However, if you find the names more than you can handle the first time through the tape, replace them with the pronoun tā whenever possible. Similar substitutions are often possible with place names.

Some of the drills involve sentences which you may find too long to understand or produce on your first try, and you will need to rewind for another try. Often, particularly the first time through a tape, you will find the pauses too short, and you will need to stop the tape to give yourself more time. The performance you should aim for with these tapes, however, is full comprehension and full, fluent, and accurate production while the tape rolls.

The five basic types of drills are described below.

Substitution Drills: The teacher (T) gives a pattern sentence which the student (S) repeats. Then the teacher gives a word or phrase (a cue) which the student substitutes appropriately in the original sentence. The teacher follows immediately with a new cue.

Here is an English example of a substitution drill:

T: Are you an American?
S: Are you an American?
T: (cue) English
S: Are you English?
T: (cue) French
S: Are you French?

Transformation Drills: On the basis of a model provided at the beginning of the drill, the student makes a certain change in each sentence the teacher says.

Here is an English example of a transformation drill, in which the student is changing affirmative sentences into negative ones:

T: I'm going to the bank.
S: I'm not going to the bank.
T: I'm going to the store.
S: I'm not going to the store.

Response Drills: On the basis of a model given at the beginning of the drill, the student responds to questions or remarks by the teacher as cued by the teacher.

Here is an English example of a response drill:

T: What is his name? (cue) Harris
S: His name is Harris.
T: What is her name? (cue) Noss
S: Her name is Noss.

Expansion Drills: The student adds something to a pattern sentence as cued by the teacher.

Here is an English example of an expansion drill:

T: He isn't Chinese. (cue) Japanese
S: He isn't Chinese. He's Japanese.
T: She isn't German. (cue) French
S: She isn't German. She's French.

Combination Drills: On the basis of a model given at the beginning of the drill, the student combines two phrases or sentences given by the teacher into a single utterance.

Here is an English example of a combination drill:

T: I am reading a book. John gave me the book.
S: I am reading a book which John gave me.
T: Mary bought a picture. I like the picture.
S: Mary bought a picture which I like.

REFERENCE LIST

1.	A:	Nĭ shi shéi?	Who are you?
	B:	Wŏ shi Wáng Dànián.	I am Wáng Dànián.
2.	A:	Nĭ shi shéi?	Who are you?
	B:	Wŏ shi Hú Mĕilíng.	I am Hú Mĕilíng.
3.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mă Mínglĭ.	He is Mă Mínglĭ.
4.	A:	Tā shi Mă Mínglĭ.	He is Mă Mínglĭ.
	B:	Tā shi Hú Mĕilíng.	She is Hú Mĕilíng.
5.	A:	Nĭ xìng shénme?	What is your surname?
	B:	Wŏ xìng Wáng.	My surname is Wáng.
6.	A:	Tā xìng shénme?	What is his surname?
	B:	Tā xìng Mă.	His surname is Mă.
7.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mă Xiānsheng.	He is Mr. Mă.
8.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mă Mínglĭ Xiānsheng.	He is Mr. Mă Mínglĭ.
9.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is he?
	B:	Tā shi Mă Mínglĭ Xiānsheng.	He is Mr. Mă Mínglĭ.
10.	A:	Xiānsheng, tā shi shéi?	Sir, who is he?
	B:	Tā shi Mă Xiānsheng.	He is Mr. Mă.
11.	A:	Xiānsheng, tā shi shéi?	Sir, who is she?
	B:	Tā shi Mă Tàitai.	She is Mrs. Mă.
12.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mă Mínglĭ Tàitai.	She is Mrs. Mă Mínglĭ.
13.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mă Xiăojiĕ.	She is Miss Mă.
14.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mă Mínglĭ Tóngzhì.	He is Comrade Mă Mínglĭ.

15. A: Tóngzhì, tā shi shéi? — Comrade, who is she?
B: Tā shi Fāng Bǎolán. — She is Fāng Bǎolán.

16. A: Tóngzhì, tā shi shéi? — Comrade, who is she?
B: Tā shi Fāng Bǎolán Tóngzhì. — She is Comrade Fāng Bǎolán.

VOCABULARY

nǐ	you
shéi	who
shénme	what
shì	to be
tā	he, she
tàitai	Mrs.
tóngzhì	Comrade
wǒ	I
xiānsheng	Mr.; sir
xiǎojiě (xiáojie)	Miss
xìng	to be surnamed

REFERENCE NOTES

1.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
2.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Hú Měilíng.	I am Hú Měilíng.
3.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
4.	A:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
	B:	Tā shi Hú Měilíng.	She is Hú Měilíng.

Notes on Nos. 1-4

The verb shì means "to be" in the sense of "to be someone or something," as in "I am Daniel King." It expresses identity. (In Unit 4 you will learn a verb which means "to be" in another sense, "to be somewhere," as in "I am in Běijīng." That verb expresses location.) The verb shì is in the Neutral tone (with no accent mark) except when emphasized.

Unlike verbs in European languages, Chinese verbs do not distinguish first, second, and third persons. A single form serves for all three persons.

Wǒ	shi	Wáng Dànián.	(I am Wáng Dànián.)
Nǐ	shi	Hú Měilíng.	(You are Hú Měilíng.)
Tā	shi	Mǎ Mínglǐ.	(He is Mǎ Mínglǐ.)

Later you will find that Chinese verbs do not distinguish singular and plural, either, and that they do not distinguish past, present, and future as such. You need to learn only one form for each verb.

The pronoun tā is equivalent to both "he" and "she."

The question Nǐ shi shéi? is actually too direct for most situations, although it is all right from teacher to student or from student to student. (A more polite question is introduced in Unit 2.)

Unlike English, Chinese uses the same word order in questions as in statements.

Tā	shi	shéi?	(Who is he?)
Tā	shi	Mǎ Mínglǐ?	(He is Mǎ Mínglǐ.)

When you answer a question containing a question word like shéi, "who," simply replace the question word with the information it asks for.

5.	A:	Nǐ xìng shénme?	What is your surname?
	B:	Wǒ xìng Wáng.	My surname is Wáng.
6.	A:	Tā xìng shénme?	What is his surname?
	B:	Tā xìng Mǎ.	His surname is Mǎ.

Notes on Nos. 5-6

Xìng is a verb, "to be surnamed." It is in the same position in the sentence as shì, "to be."

Wǒ	shì	Wáng Dànián.
(I	am	Wáng Dànián.)

Wǒ	xìng	Wáng.
(I	am surnamed	Wáng.)

Notice that the question word shénme, "what," takes the same position as the question word shéi, "who."

Nǐ	shi	shéi?
(You	are	who?)

Nǐ	xìng	shénme?
(You	are surnamed	what?)

Shénme is the official spelling. However, the word is pronounced as if it were spelled shémma, or even shéma (often with a single rise in pitch extending over both syllables). Before another word which begins with a consonant sound, it is usually pronounced as if it were spelled shém.

7. A: Tā shi shéi? — Who is he?
   B: Tā shi Mǎ Xiānsheng. — He is Mr. Mǎ.

8. A: Tā shi shéi? — Who is he?
   B: Tā shi Mǎ Mínglǐ Xiānsheng. — He is Mr. Mǎ Mínglǐ.

Notes on Nos. 7-8

After the verb shì you may have the full name alone, the surname plus title, or the full name plus title.

Tā	shi	Mǎ	Mínglǐ.	
Tā	shi	Mǎ		Xiānsheng.
Tā	shi	Mǎ	Mínglǐ	Xiānsheng.

Xiānsheng, literally "first-born," has more of a connotation of respectfulness than "Mr." Xiānsheng is usually applied only to people other than oneself. Do not use the title Xiānsheng (or any other respectful title, such as Jiàoshòu, "Professor") when giving your own name. If you want to say "I am Mr. Jones," you may say Wǒ xìng Jones.

When a name and title are said together, logically enough it is the name which gets the heavy stress: WÁNG Xiānsheng. You will often hear the title pronounced with no full tones: WÁNG Xiansheng.

9. A: Wáng Xiānsheng, tā shi shéi? — Mr. Wáng, who is he?
   B: Tā shi Mǎ Mínglǐ Xiānsheng. — He is Mr. Mǎ Mínglǐ.

10. A: Xiānsheng, tā shi shéi? — Sir, who is he?
    B: Tā shi Mǎ Xiānsheng. — He is Mr. Mǎ.

11.	A:	Xiānsheng, tā shi shéi?	Sir, who is she?
	B:	Tā shi Mă Tàitai.	She is Mrs. Mă.
12.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mă Mínglĭ Tàitai.	She is Mrs. Mă Mínglĭ.

Note on Nos. 9-12

When you address someone directly, use either the name plus the title or the title alone. Xiānsheng must be translated as "sir" when it is used alone, since "Mr." would not capture its respectful tone. (Tàitai, however, is less respectful when used alone. You should address Mrs. Mă as Mă Tàitai.)

13.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mă Xiăojiĕ.	She is Miss Mă.
14.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mă Mínglĭ Tóngzhì.	He is Comrade Mă Mínglĭ.
15.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Băolán.	She is Fāng Băolán.
16.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Băolán Tóngzhì.	She is Comrade Fāng Băolán.

Note on Nos. 13-16

See the Background Notes on Chinese Personal Names and Titles for Tóngzhì, "Comrade," and the use of maiden names.

DRILLS

A. Substitution Drill

1. Speaker: Mă Mínglĭ	You: Tā shi Mă Mínglĭ. (He is Mă Mínglĭ.)
2. Hú Mĕilíng	Tā shi Hú Mĕilíng. (She is Hú Mĕilíng.)
3. Wáng Dànián	Tā shi Wáng Dànián. (He is Wáng Dànián.)
4. Lĭ Shìmín	Tā shi Lĭ Shìmín. (He is Lĭ Shìmín.)
5. Liú Lìróng	Tā shi Liú Lìróng. (She is Liú Lìróng.)
6. Zhāng Băolán.	Tā shi Zhāng Băolán. (She is Zhāng Băolán.)

B. Response Drill

When the cue is given by a male speaker, male students should respond. When the cue is given by a female speaker, female students should respond.

1. Speaker: Nĭ shi shéi? (cue) Wáng Dànián (Who are you?)		You: Wŏ shi Wáng Dànián. (I am Wáng Dànián.)
OR Nĭ shi shéi? (cue) Hú Mĕilíng (Who are you?)		Wŏ shi Hú Mĕilíng. (I am Hú Mĕilíng.)
2. Nĭ shi shéi? (Who are you?)	Liú Shìmín	Wŏ shi Liú Shìmín. (I am Liú Shìmín.)
3. Nĭ shi shéi? (Who are you?)	Chén Huìrán	Wŏ shi Chén Huìrán. (I am Chén Huìrán.)
4. Nĭ shi shéi? (Who are you?)	Huáng Déxián	Wŏ shi Huáng Déxián. (I am Huáng Déxián.)
5. Nĭ shi shéi? (Who are you?)	Zhào Wănrú	Wŏ shi Zhào Wănrú. (I am Zhào Wănrú.)

6.	Nǐ shi shéi? (Who are you?)	Jiǎng Bǐngyíng	Wǒ shi Jiǎng Bǐngyíng. (I am Jiǎng Bǐngyíng.)
7.	Nǐ shi shéi? (Who are you?)	Gāo Yǒngpíng	Wǒ shi Gāo Yǒngpíng. (I am Gāo Yǒngpíng.)

C. Response Drill

1.	Speaker: Tā shi shéi? (Who is he?)	(cue) Mǎ Xiānsheng	You: Tā shi Mǎ Xiānsheng. (He is Mr. Mǎ.)
2.	Tā shi shéi? (Who is she?)	Hú Tàitai	Tā shi Hú Tàitai. (She is Mrs. Hú.)
3.	Tā shi shéi? (Who is he?)	Máo Xiānsheng	Tā shi Máo Xiānsheng. (He is Mr. Máo.)
4.	Tā shi shéi? (Who is he?)	Zhāng Tóngzhì	Tā shi Zhāng Tóngzhì. (He is Comrade Zhāng.)
5.	Tā shi shéi? (Who is she?)	Liú Xiǎojiě	Tā shi Liú Xiǎojiě. (She is Miss Liú.)
6.	Tā shi shéi? (Who is he?)	Mǎ Xiānsheng	Tā shi Mǎ Xiānsheng. (He is Mr. Mǎ.)
7.	Tā shi shéi? (Who is she?)	Zhào Tàitai	Tā shi Zhào Tàitai. (She is Mrs. Zhào.)

UNIT 2

INTRODUCTION

Topics Covered in This Unit

1. Questions and answers about given names.
2. Yes/no questions.
3. Negative statements.
4. Greetings.

Prerequisites to the Unit

1. P&R 3 and P&R 4 (Tapes 3 and 4 of the resource module on Pronunciation and Romanization).

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The 2D-1 tape.

REFERENCE LIST

1.	A:	Tā shi Wáng Tàitai ma?	Is she Mrs. Wáng?
	B:	Tā shi Wáng Tàitai.	She is Mrs. Wáng.
2.	A:	Nĭ shi Wáng Xiānsheng ma?	Are you Mr. Wáng?
	B:	Wŏ shi Wáng Dànián.	I am Wáng Dànián.
3.	A:	Nĭ shi Mă Xiānsheng ma?	Are you Mr. Mă?
	B:	Wŏ shi Wáng Dànián.	I am Wáng Dànián.
4.	A:	Nĭ shi Mă Xiānsheng ma?	Are you Mr. Mă?
	B:	Wŏ bú shi Mă Xiānsheng.	I'm not Mr. Mă.
5.	A:	Wŏ shi Wáng Dànián.	I am Wáng Dànián.
	B:	Wŏ bú shi Wáng Dànián.	I'm not Wáng Dànián.
6.	A:	Nĭ xìng Fāng ma?	Is your surname Fāng?
	B:	Wŏ bú xìng Fāng.	My surname isn't Fāng.
7.	A:	Wŏ xìng Wáng.	My surname is Wáng.
	B:	Wŏ bú xìng Wáng.	My surname isn't Wáng.
8.	A:	Nĭ xìng Mă ma?	Is your surname Mă?
	B:	Bú xìng Mă. Xìng Wáng.	My surname isn't Mă. It's Wáng.
9.	A:	Nín guìxìng?	Your surname? (POLITE)
	B:	Wŏ xìng Wáng.	My surname is Wáng.
10.	A:	Nĭ jiào shénme?	What is your given name?
	B:	Wŏ jiào Dànián.	My given name is Dànián.
11.	A:	Nĭ hăo a?	How are you?
	B:	Wŏ hăo.	I'm fine.
12.	A:	Nĭ hăo a?	How are you?
	B:	Wŏ hăo. Nĭ ne?	I'm fine. And you?
	A:	Hăo, xièxie.	Fine, thanks.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

13.	míngzi	given name

VOCABULARY

a	(question marker)
bù/bú	not
bú shi	not to be
guìxìng	(honorable) surname
hǎo	to be fine, to be well
jiào	to be called
ma	(question marker)
míngzi	given name
ne	(question marker)
xièxie	thank you

REFERENCE NOTES

1.	A:	Tā shi Wáng Tàitai ma?	Is she Mrs. Wáng?
	B:	Tā shi Wáng Tàitai.	She is Mrs. Wáng.
2.	A:	Nǐ shi Wáng Xiānsheng ma?	Are you Mr. Wáng?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
3.	A:	Nǐ shi Mǎ Xiānsheng ma?	Are you Mr. Mǎ?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.

Notes on Nos. 1-3

The marker ma may be added to any statement to turn it into a question which may be answered "yes" or "no."

Tā	shi	Wáng Tàitai.		(She is Mrs. Wáng.)
Tā	shi	Wáng Tàitai	ma?	(Is she Mrs. Wáng?)

The reply to a yes/no question is commonly a complete affirmative or negative statement, although, as you will see later, the statement may be stripped down considerably.

4.	A:	Nǐ shi Mǎ Xiānsheng ma?	Are you Mr. Mǎ?
	B:	Wǒ bú shi Mǎ Xiānsheng.	I'm not Mr. Mǎ.
5.	A:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
	B:	Wǒ bú shi Wáng Dànián.	I'm not Wáng Dànián.

Notes on Nos. 4-5

The negative of the verb shì, "to be," is bú shi, "not to be." The equivalent of "not" is the syllable bù. The tone for the syllable bù depends on the tone of the following syllable. When followed by a syllable with a High, Rising, or Low tone, a Falling tone is used (bù). When followed by a syllable with a Falling or Neutral tone, a Rising tone is used (bú).

bù fēi (not to fly)
bù féi (not to be fat)
bù fěi (not to slander)
bú fèi (not to waste)

Almost all of the first few verbs you learn happen to be in the Falling tone, and so take bú. But remember that bù is the basic form. That is the form the syllable takes when it stands alone as a short "no" answer--Bù--and when it is discussed, as in "Bù means 'not'."

Notice that even though shì, "to be," is usually pronounced in the Neutral tone in the phrase bú shi, the original Falling tone of shì still causes bù to be pronounced with a Rising tone: bú.

Wǒ		shi		Wáng Dànián.
(I		am		Wáng Dànián.)

Wǒ	bú	shi		Mǎ Xiānsheng.
(I		am	not	Mr. Mǎ.)

6.	A:	Nǐ xìng Fāng ma?	Is your surname Fāng?
	B:	Wǒ bú xìng Fāng.	My surname isn't Fāng.
7.	A:	Wǒ xìng Wáng.	My surname is Wáng.
	B:	Wǒ bú xìng Wáng.	My surname isn't Wáng.
8.	A:	Nǐ xìng Mǎ ma?	Is your surname Mǎ?
	B:	Bú xìng Mǎ. Xìng Wáng.	My surname isn't Mǎ. It's Wáng.

Note on No. 8

It is quite common in Chinese--much commoner than in English--to omit the subject of a sentence when it is clear from the context.

9.	A:	Nín guìxìng?	Your surname? (POLITE)
	B:	Wǒ xìng Wáng.	My surname is Wáng.

Notes on No. 9

Nín is the polite equivalent of *nǐ*, "you."

Guìxìng is a polite noun, "surname." *Guì* means "honorable." *Xìng*, which you have learned as the verb "to be surnamed," is in this case a noun, "surname."

Literally, *Nín guìxìng?* is "Your surname?" The implied question is understood, and the "sentence" consists of the subject alone.

10.	A:	Nǐ jiào shénme?	What is your given name?
	B:	Wǒ jiào Dànián.	My given name is Dànián.

Note on No. 10

Jiào is a verb meaning "to be called." In a discussion of personal names, we can say that it means "to be given-named."

11.	A:	Nǐ hǎo a?	How are you?
	B:	Wǒ hǎo.	I'm fine.

Notes on No. 11

Notice that the Low tones of *wǒ* and *nǐ* change to Rising tones before the Low tone of *hǎo*: *Ní hǎo a?* *Wó hǎo.*

Hǎo is a verb--"to be good," "to be well," "to be fine." Since it functions like the verb "to be" plus an adjective in English, we will call it an adjectival verb.

Wǒ	hǎo.
(I	am fine.)

Nǐ	hǎo	a?
(You	are fine	?)

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12.	A: Nǐ hǎo a?	How are you?
	B: Wǒ hǎo. Nǐ ne?	I'm fine. And you?
	A: Hǎo, xièxie.	Fine, thanks.

Notes on No. 12

The marker *ne* makes a question out of the single word *nǐ*, "you": "And you?" or "How about you?"

Xiè is the verb "to thank." "I thank you" would be *Wǒ xièxie nǐ*. *Xièxie* is often repeated: *Xièxie, xièxie*.

13. míngzi	given name

Note on No. 13

One way to ask what someone's given name is: *Nǐ jiào shénme míngzi?*

DRILLS

A. Transformation Drill

1.	Speaker: Tā shi Wáng Xiānsheng. (He is Mr. Wáng.)	You: Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)
2.	Tā shi Hú Tàitai. (She is Mrs. Hú.)	Tā shi Hú Tàitai ma? (Is she Mrs. Hú?)
3.	Tā shi Liú Tóngzhì. (He is Comrade Liú.)	Tā shi Liú Tóngzhì ma? (Is he Comrade Liú?)
4.	Tā shi Zhāng Xiǎojiě. (She is Miss Zhāng.)	Tā shi Zhāng Xiǎojiě ma? (Is she Miss Zhāng?)
5.	Tā shi Mǎ Xiānsheng. (He is Mr. Mǎ.)	Tā shi Mǎ Xiānsheng ma? (Is he Mr. Mǎ?)
6.	Tā shi Fāng Xiǎojiě. (She is Miss Fāng.)	Tā shi Fāng Xiǎojiě ma? (Is she Miss Fāng?)
7.	Tā shi Lín Tóngzhì. (He is Comrade Lín.)	Tā shi Lín Tóngzhì ma? (Is he Comrade Lín?)

B. Response Drill

1.	Speaker: Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)	You: Shì. Tā shi Wáng Xiānsheng. (Yes. He is Mr. Wáng.)
2.	Tā shi Zhào Tàitai ma? (Is she Mrs. Zhào?)	Shì. Tā shi Zhào Tàitai. (Yes. She is Mrs. Zhào.)
3.	Tā shi Chén Tóngzhì ma? (Is she Comrade Chén?)	Shì. Tā shi Chén Tóngzhì. (Yes. She is Comrade Chén.)
4.	Tā shi Liú Xiǎojiě ma? (Is she Miss Liú?)	Shì. Tā shi Liú Xiǎojiě. (Yes. She is Miss Liú.)
5.	Tā shi Sòng Xiānsheng ma? (Is he Mr. Sòng?)	Shì. Tā shi Sòng Xiānsheng. (Yes. He is Mr. Sòng.)
6.	Tā shi Sūn Tàitai ma? (Is she Mrs. Sūn?)	Shì. Tā shi Sūn Tàitai. (Yes. She is Mrs. Sūn.)
7.	Tā shi Zhāng Xiānsheng ma? (Is he Mr. Zhāng?)	Shì. Tā shi Zhāng Xiānsheng. (Yes. He is Mr. Zhāng.)

C. Response Drill

All of your answers will be negative. Give the correct name according to the cue.

1.	Speaker: Tā shi Wáng Xiānsheng ma? (cue) Liú (Is he Mr. Wáng?)		You: Bú shi. Tā shi Liú Xiānsheng. (No. He is Mr. Liú.)
2.	Tā shi Gāo Xiǎojiě ma? (Is she Miss Gāo?)	Zhào	Bú shi. Tā shi Zhào Xiǎojiě. (No. She is Miss Zhào.)
3.	Tā shi Huáng Tóngzhì ma? (Is she Comrade Huáng?)	Wáng	Bú shi. Tā shi Wáng Tóngzhì. (No. She is Comrade Wáng.)
4.	Tā shi Yáng Tàitai ma? (Is she Mrs. Yáng?)	Jiǎng	Bú shi. Tā shi Jiǎng Tàitai. (No. She is Mrs. Jiǎng.)
5.	Tā shi Mǎ Xiānsheng ma? (Is he Mr. Mǎ?)	Máo	Bú shi, Tā shi Máo Xiānsheng. (No. He is Mr. Máo.)
6.	Tā shi Zhōu Xiǎojiě ma? (Is she Miss Zhōu?)	Zhào	Bú shi. Tā shi Zhào Xiǎojiě. (No. She is Miss Zhào.)
7.	Tā shi Jiāng Xiānsheng ma? Jiǎng (Is he Mr. Jiāng?)		Bú shi. Tā shi Jiǎng Xiānsheng. (No. He is Mr. Jiǎng.)

D. Response Drill

This drill is a combination of the two previous drills. Give an affirmative or a negative answer according to the cue.

1.	Speaker: Tā shi Liú Tàitai ma? (cue) Liú (Is she Mrs. Liú?)		You: Shì. Tā shi Liú Tàitai. (Yes. She is Mrs. Liú.)
OR	Tā shi Liú Tàitai ma? Huáng (Is she Mrs. Liú?)		Bú shi. Tā shi Huáng Tàitai. (No. She is Mrs. Huáng.)
2.	Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)	Wáng	Shì. Tā shi Wáng Xiānsheng. (Yes. He is Mr. Wáng.)
3.	Tā shi Gāo Tàitai ma? (Is she Mrs. Gāo?)	Zhào	Bú shi. Tā shi Zhào Tàitai. (No. She is Mrs. Zhào.)
4.	Tā shi Táng Xiǎojiě ma? (Is she Miss Táng?)	Táng	Shì. Tā shi Táng Xiǎojiě. (Yes. She is Miss Táng.)

5.	Tā shi Huáng Xiānsheng ma? (Is he Mr. Huáng?)	Wáng	Bú shi. Tā shi Wáng Xiānsheng. (No. He is Mr. Wáng.)
6.	Tā shi Zhāng Tàitai ma? (Is she Mrs. Zhāng?)	Jiāng	Bú shi. Tā shi Jiāng Tàitai. (No. She is Mrs. Jiāng.)

E. Transformation Drill

1.	Speaker: Nǐ shi Zhāng Xiānsheng ma? (Are you Mr. Zhāng?)	You: Nǐ xìng Zhāng ma? (Is your surname Zhāng?)
2.	Nǐ shi Zhào Tàitai ma? (Are you Mrs. Zhào?)	Nǐ xìng Zhào ma? (Is your surname Zhào?)
3.	Nǐ shi Jiǎng Xiǎojiě ma? (Are you Miss Jiǎng?)	Nǐ xìng Jiǎng ma? (Is your surname Jiǎng?)
4.	Nǐ shi Liú Tóngzhì ma? (Are you Comrade Liú?)	Nǐ xìng Liú ma? (Is your surname Liú?)
5.	Nǐ shi Sòng Tàitai ma? (Are you Mrs. Sòng?)	Nǐ xìng Sòng ma? (Is your surname Sòng?)
6.	Nǐ shi Lǐ Xiānsheng ma? (Are you Mr. Lǐ?)	Nǐ xìng Lǐ ma? (Is your surname Lǐ?)
7.	Nǐ shi Sūn Tóngzhì ma? (Are you Comrade Sūn?)	Nǐ xìng Sūn ma? (Is your surname Sūn?)

F. Transformation Drill

1.	Speaker: Wǒ xìng Zhāng. (My surname is Zhāng.)	You: Wǒ bú xìng Zhāng. (My surname is not Zhāng.)
2.	Wǒ xìng Chén.	Wǒ bú xìng Chén.
3.	Wǒ xìng Huáng.	Wǒ bú xìng Huáng.
4.	Wǒ xìng Gāo.	Wǒ bú xìng Gāo.
5.	Wǒ xìng Sūn.	Wǒ bú xìng Sūn.

6.	Wǒ xìng Zhāng.	Wǒ bú xìng Zhāng.
7.	Wǒ xìng Zhōu.	Wǒ bú xìng Zhōu.

G. Transformation Drill

1.	Speaker: Wǒ bú shi Lǐ Xiānsheng. (I am not Mr. Lǐ.)	You: Wǒ bú xìng Lǐ. (My surname is not Lǐ.)
2.	Wǒ bú shi Wáng Tàitai.	Wǒ bú xìng Wáng.
3.	Wǒ bú shi Chén Xiānsheng.	Wǒ bú xìng Chén.
4.	Wǒ bú shi Lín Tóngzhì.	Wǒ bú xìng Lín.
5.	Wǒ bú shi Zhōu Xiǎojiě.	Wǒ bú xìng Zhōu.
6.	Wǒ bú shi Jiǎng Xiānsheng.	Wǒ bú xìng Jiǎng.
7.	Wǒ bú shi Sòng Tàitai.	Wǒ bú xìng Sòng.

H. Expansion Drill

1.	Speaker: Tā bú shi Wáng Xiānsheng. (He is not Mr. Wáng.)	(cue) Huáng	You: Tā bú shi Wáng Xiānsheng, tā xìng Huáng. (He is not Mr. Wáng; his surname is Huáng.)
2.	Tā bú shi Jiǎng Tàitai.	Jiāng	Tā bú shi Jiǎng Tàitai, tā xìng Jiāng.
3.	Tā bú shi Liú Tóngzhì.	Lín	Tā bú shi Liú Tóngzhì, tā xìng Lín.
4.	Tā bú shi Sòng Xiǎojiě.	Sūn	Tā bú shi Sòng Xiǎojiě, tā xìng Sūn.
5.	Tā bú shi Zhào Xiānsheng.	Zhōu	Tā bú shi Zhào Xiānsheng, tā xìng Zhōu.
6.	Tā bú shi Jiāng Tóngzhì.	Zhāng.	Tā bú shi Jiāng Tóngzhì, tā xìng Zhāng.
7.	Tā bú shi Sūn Tàitai.	Sòng	Tā bú shi Sūn Tàitai, tā xìng Sòng.

I. Expansion Drill

1.	Speaker: Wǒ bú xìng Fāng. (My surname is not Fāng.)	(cue) Hú	You: Wǒ bú xìng Fāng, xìng Hú. (My surname is not Fāng; it's Hú.)
2.	Wǒ bú xìng Sūn.	Sòng	Wǒ bú xìng Sūn, xìng Sòng.
3.	Wǒ bú xìng Yáng.	Táng	Wǒ bú xìng Yáng, xìng Táng.
4.	Wǒ bú xìng Jiǎng.	Zhāng	Wǒ bú xìng Jiǎng, xìng Zhāng.
5.	Wǒ bú xìng Zhōu.	Zhào	Wǒ bú xìng Zhōu, xìng Zhào.
6.	Wǒ bú xìng Wáng.	Huáng	Wǒ bú xìng Wáng, xìng Huáng.
7.	Wǒ bú xìng Jiāng.	Jiǎng	Wǒ bú xìng Jiāng, xìng Jiǎng.

J. Response Drill

1.	Speaker: Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)	(cue) Wáng	You: Shì. Tā shi Wáng Xiānsheng. (Yes. He is Mr. Wáng.)
OR	Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)	Huáng	Tā bú shi Wáng Xiānsheng. Tā xìng Huáng. (He is not Mr. Wáng. His surname is Huáng.)
2.	Tā shi Liú Tàitai ma?	Lín	Tā bú shi Liú Tàitai. Tā xìng Lín.
3.	Tā shi Chén Xiǎojiě ma?	Chén	Shì. Tā shi Chén Xiǎojiě.
4.	Tā shi Máo Xiānsheng ma?	Máo	Shì. Tā shi Máo Xiānsheng.
5.	Tā shi Jiāng Tóngzhì ma?	Zhāng	Tā bú shi Jiāng Tóngzhì. Tā xìng Zhāng.
6.	Tā shi Sòng Tàitai ma?	Sòng	Shì. Tā shi Sòng Tàitai.
7.	Tā shi Lǐ Xiānsheng ma?	Wáng	Tā bú shi Lǐ Xiānsheng. Tā xìng Wáng.

K. Transformation Drill

1.	**Speaker**: Wǒ xìng Wáng. (My surname is Wáng.)	**Student 1**: Tā xìng shénme? (What is his surname?) **Student 2**: Tā xìng Wáng. (His surname is Wáng.)
2.	Wǒ xìng Chén.	S1: Tā xìng shénme? S2: Tā xìng Chén.
3.	Wǒ xìng Liú.	S1: Tā xìng shénme? S2: Tā xìng Liú.
4.	Wǒ xìng Huáng.	S1: Tā xìng shénme? S2: Tā xìng Huáng.
5.	Wǒ xìng Sòng.	S1: Tā xìng shénme? S2: Tā xìng Sòng.
6.	Wǒ xìng Lǐ.	S1: Tā xìng shénme? S2: Tā xìng Lǐ.
7.	Wǒ xìng Wáng.	S1: Tā xìng shénme? S2: Tā xìng Wáng.

L. Transformation Drill

1.	**Speaker**: Wǒ xìng Wáng jiào Dànián. (My surname is Wáng, and my given name is Dànián.)	**You**: Nǐ xìng Wáng jiào shénme? (Your surname is Wáng, and what is your given name?) **Speaker**: Dànián. (Dànián.)	
2.	Wǒ xìng Hú jiào Měilíng.	Nǐ xìng Hú jiào shénme?	Měilíng.
3.	Wǒ xìng Lǐ jiào Shìyìng.	Nǐ xìng Lǐ jiào shénme?	Shìyìng.
4.	Wǒ xìng Fāng jiào Bǎolán.	Nǐ xìng Fāng jiào shénme?	Bǎolán.
5.	Wǒ xìng Sūn jiào Déxián.	Nǐ xìng Sūn jiào shénme?	Déxián.
6.	Wǒ xìng Chén jiào Huìrán.	Nǐ xìng Chén jiào shénme?	Huìrán.
7.	Wǒ xìng Zhāng jiào Zhènhàn.	Nǐ xìng Zhāng jiào shénme?	Zhènhàn.

M. Combination Drill

1.	Speaker: Tā xìng Chén. Tā jiào Bǎolán. (Her surname is Chén. Her given name is Bǎolán.)	You: Tā xìng Chén, jiào Bǎolán. (Her surname is Chén, given name Bǎolán.)
2.	Tā xìng Lǐ. Tā jiào Mínglǐ.	Tā xìng Lǐ, jiào Mínglǐ.
3.	Tā xìng Hú. Tā jiào Bǎolán.	Tā xìng Hú, jiào Bǎolán.
4.	Tā xìng Jiāng, Tā jiào Déxián.	Tā xìng Jiāng, jiào Déxián.
5.	Tā xìng Zhōu. Tā jiào Zǐyàn.	Tā xìng Zhōu, jiào Zǐyàn.
6.	Tā xìng Zhāng. Tā jiào Tíngfēng.	Tā xìng Zhāng, jiào Tíngfēng.
7.	Tā xìng Chén. Tā jiào Huìrán.	Tā xìng Chén, jiào Huìrán.

UNIT 3

INTRODUCTION

Topics Covered in This Unit

1. Nationality.
2. Home state, province, and city.

Prerequisites to the Unit

1. P&R 5 and P&R 6 (Tapes 5 and 6 of the resource module on Pronunciation and Romanization).
2. NUM 1 and NUM 2 (Tapes 1 and 2 of the resource module on Numbers), the numbers from 1 to 10.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 3D-1 tape.

REFERENCE LIST

1.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Wǒ shi Měiguo rén.	I'm an American.
2.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Wǒ shi Zhōngguo rén.	I'm Chinese.
3.	A:	Wáng Xiānsheng, nǐ shi Yīngguo rén ma?	Mr. Wáng, are you English?
	B:	Wǒ bú shi Yīngguo rén.	I'm not English.
4.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Bú shi.	No.
	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Shì.	Yes, I am.
5.	A:	Mǎ Xiǎojiě shi Měiguo rén ma?	Is Miss Mǎ an American?
	B:	Bú shi, tā bú shi Měiguo rén.	No, she is not American.
	A:	Tā shi Zhōngguo rén ma?	Is she Chinese?
	B:	Shì, tā shi Zhōngguo rén.	Yes, she is Chinese.
6.	A:	Nǐ shi něiguo rén?	What is your nationality?
	B:	Wǒ shi Měiguo rén.	I'm American.
7.	A:	Tā shi něiguo rén?	What is his nationality?
	B:	Tā shi Yīngguo rén.	He is English.
8.	A:	Nǐ shi nǎrde rén?	Where are you from?
	B:	Wǒ shi Shànghǎi rén.	I'm from Shànghǎi.
9.	A:	Tā shi Fāng Bǎolánde xiānsheng.	He is Fāng Bǎolán's husband.
10.	A:	Tā shi nǎrde rén?	Where is he from?
	B:	Tā shi Shāndōng rén.	He's from Shāndōng.
11.	A:	Nǐ shi nǎrde rén?	Where are you from?
	B:	Wǒ shi Jiāzhōu rén.	I'm a Californian.

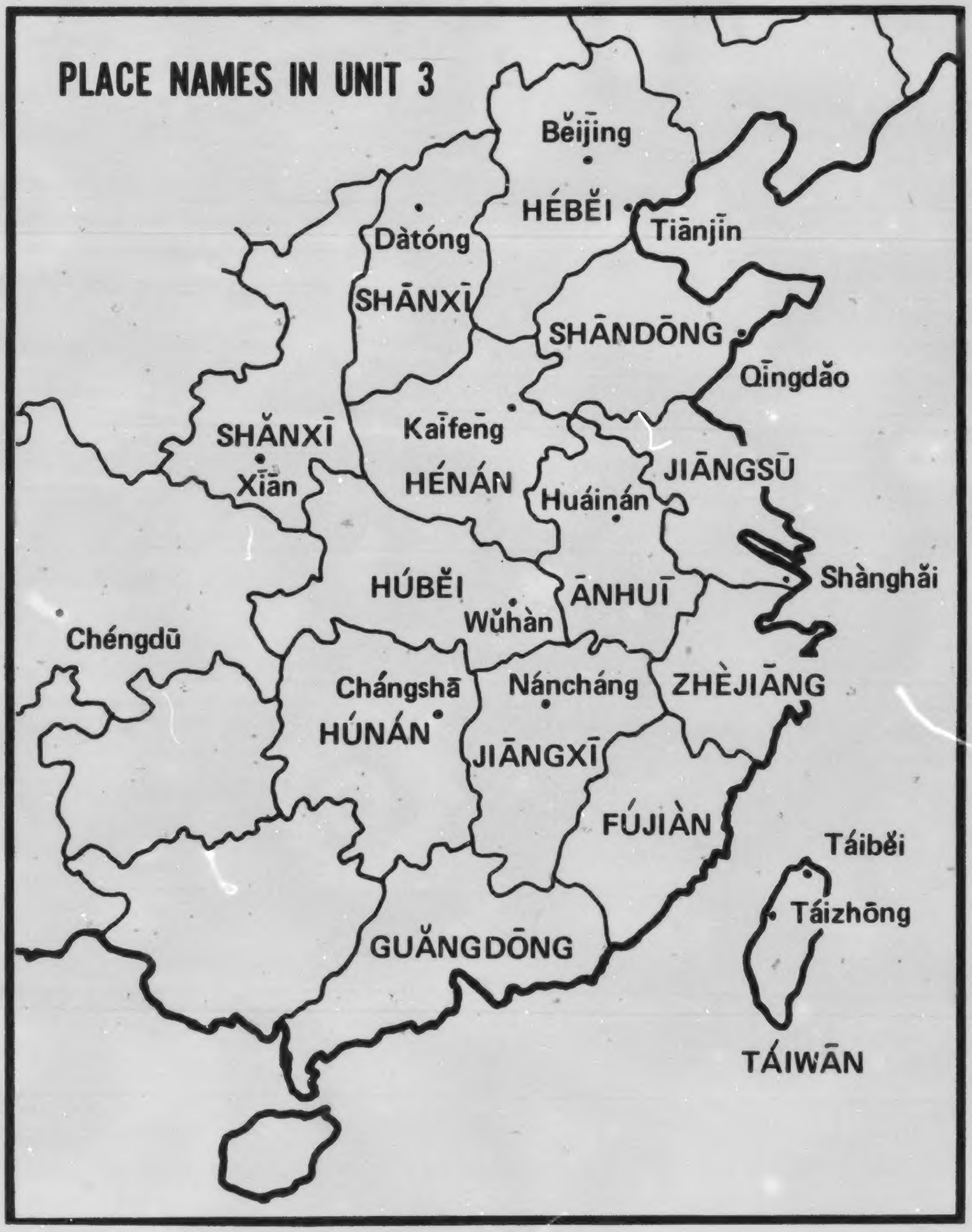
12.	A: Nĭ shi Mĕiguo rén ma?	Are you an American?
	A: Nĭ shi nĕiguo rén?	What's your nationality?
	A: Nĭ shi nărde rén?	Where are you from?

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

13.	Déguó	Germany
14.	Èguó (Éguó)	Russia
15.	Fàguó (Făguó)	France
16.	Rìbĕn	Japan

VOCABULARY

-de	(possessive marker)
Déguó	Germany
Èguó (Éguó)	Russia
Fàguó (Fǎguó)	France
-guó	country
Jiāzhōu	California
Měiguó	America, United States
nǎr	where?
něi-	which?
něiguó	which country
rén	person
Rìběn	Japan
Shāndōng	(a province name)
Shànghǎi	(a city name)
Yīngguó	England
Zhōngguó	China



PLACE NAMES IN UNIT 3

Běijīng
HÉBĚI
Tiānjīn
Dàtóng
SHĀNXĪ
SHĀNDŌNG
Qīngdǎo
SHǍNXĪ
Xīān
Kāifēng
HÉNÁN
JIĀNGSŪ
Huáinán
Shànghǎi
HÚBĚI
Wǔhàn
ĀNHUĪ
Chéngdū
Chángshā
HÚNÁN
Náncháng
ZHÈJIĀNG
JIĀNGXĪ
FÚJIÀN
Táiběi
Táizhōng
GUǍNGDŌNG
TÁIWĀN

REFERENCE NOTES

1.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Wǒ shi Měiguo rén.	I'm an American.
2.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Wǒ shi Zhōngguo rén.	I'm Chinese.
3.	A:	Wáng Xiānsheng, nǐ shi Yīngguo rén ma?	Mr. Wáng, are you English?
	B:	Wǒ bú shi Yīngguo rén.	I'm not English.

Notes on Nos. 1-3

Rén is a noun, "person" or "persons"; so *Měiguo rén* is a noun phrase, literally "America person." Sometimes, however, it is preferable or necessary to translate expressions of this sort as adjectives or prepositional phrases.

Tā shi Měiguo rén.	He is *an American*. (noun phrase)
Tā shi Zhōngguo rén.	He is *Chinese*. (adjective)
Tā shi Shāndōng rén.	He is *from Shāndōng*. (prepositional phrase)

Although *Měiguo rén* is translated here as "an American," in other contexts it may be translated as "the American," "American," or "the Americans." Later you will learn the various ways to indicate in Chinese whether a noun is definite or indefinite, singular or plural.

The syllable -*guó* usually loses its tone in expressions like *Měiguo rén*. (Some speakers drop the tone when the word stands alone: *Měiguo*.)

4.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Bú shi.	No.
	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Shì.	Yes, I am.
5.	A:	Mǎ Xiǎojiě shi Měiguo rén ma?	Is Miss Mǎ an American?
	B:	Bú shi, tā bú shi Měiguo rén.	No, she is not American.
	A:	Tā shi Zhōngguo rén ma?	Is she Chinese?
	B:	Shì, tā shi Zhōngguo rén.	Yes, she is Chinese.

Notes on Nos. 4-5

The short "yes" answer shì is really the verb "am" of the longer, more complete answer. The short "no" answer bú shi is really the "am not" of the longer answer.

It is possible to reduce a "no" answer to bù (note the Falling tone), but polite usage requires that you follow it up with a more complete answer. Both the short answers shì and bú shi are commonly followed by complete answers.

6.	A:	Nǐ shi nĕiguo rén?	What is your nationality?
	B:	Wŏ shi Mĕiguo rén.	I'm American.
7.	A:	Tā shi nĕiguo rén?	What is his nationality?
	B:	Tā shi Yīngguo rén.	He is English.

Notes on Nos. 6-7

Nĕi- is the question word "which." It is a bound word--a word which cannot stand alone--not a free word.

nĕi-	guo	rén
(which	country	person)

Notice that the syllable -guó, "country," in the phrase nĕiguo rén may lose its Rising tone.

8.	A:	Nǐ shi nărde rén?	Where are you from?
	B:	Wŏ shi Shànghăi rén.	I'm from Shànghăi.
9.	A:	Tā shi Fāng Băolánde xiānsheng.	He is Fāng Băolán's husband.
10.	A:	Tā shi nărde rén?	Where is he from?
	B:	Tā shi Shāndōng rén.	He's from Shāndōng.
11.	A:	Nǐ shi nărde rén?	Where are you from?
	B:	Wŏ shi Jiāzhōu rén.	I'm a Californian.

Notes on Nos. 8-11

Nǎr is the question word "where." The syllable -de is the possessive marker; it functions like the English possessive ending -'s.

nǎr	-de	rén
(where	's	person)

By reversing the word order, a slightly more idiomatic translation is possible: "a person of where." The closest English equivalent is "a person from where." To clarify the role of -de in this expression, the tape gives the following example of -de functioning like the English possessive ending -'s:

Fāng Bǎolán	-de	xiānsheng
(Fāng Bǎolán	's	husband)

12.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	A:	Nǐ shi něiguo rén?	What's your nationality?
	A:	Nǐ shi nǎrde rén?	Where are you from?

DRILLS

A. Response Drill

All responses will be affirmative.

1.	Speaker: Tā shi Zhōngguo rén ma? (Is he Chinese?)	You: Tā shi Zhōngguo rén. (He is Chinese.)
2.	Tā shi Rìběn rén ma?	Tā shi Rìběn rén.
3.	Tā shi Zhōngguo rén ma?	Tā shi Zhōngguo rén.
4.	Tā shi Měiguo rén ma?	Tā shi Měiguo rén.
5.	Tā shi Déguo rén ma?	Tā shi Déguo rén.
6.	Tā shi Jiānádà rén ma?	Tā shi Jiānádà rén.
7.	Tā shi Fàguo rén ma?	Tā shi Fàguo rén.

B. Response Drill

1.	Speaker: Tā shi Jiānádà rén ma? (cue) Yīngguó (Is he a Canadian?)	You: Tā bú shi Jiānádà rén. Shi Yīngguo rén. (He is not Canadian. He is English.)
2.	Tā shi Rìběn rén ma? Zhōngguó	Tā bú shi Rìběn rén. Shì Zhōngguo rén.
3.	Tā shi Yīngguo rén ma? Měiguó	Tā bú shi Yīngguo rén. Shì Měiguo rén.
4.	Tā shi Měiguo rén ma? Jiānádà	Tā bú shi Měiguo rén. Shì Jiānádà rén.
5.	Tā shi Èguo rén ma? Déguó	Tā bú shi Èguo rén. Shì Déguo rén.
6.	Tā shi Yuènán rén ma? Zhōngguó	Tā bú shi Yuènán rén. Shì Zhōngguo rén.
7.	Tā shi Fàguo rén ma? Yīngguó	Tā bú shi Fàguo rén. Shì Yīngguo rén.

C. Response Drill

1.	Speaker: Tā shi něiguo rén? (What is his nationality?)	(cue) Fàguó	You: Tā shi Fàguo rén. (He is French.)
2.	Tā shi něiguo rén?	Zhōngguó	Tā shi Zhōngguo rén.
3.	Tā shi něiguo rén?	Měiguó	Tā shi Měiguo rén.
4.	Tā shi něiguo rén?	Jiānádà	Tā shi Jiānádà rén.
5.	Tā shi něiguo rén?	Rìběn	Tā shi Rìběn rén.
6.	Tā shi něiguo rén?	Èguó	Tā shi Èguo rén.
7.	Tā shi něiguo rén?	Déguó	Tā shi Déguo rén.

D. Response Drill

1.	Speaker: Tā shi nărde rén? (Where is he from?)	(cue) Běijīng	You: Tā shi Běijīng rén. (He is from Běijīng.)
2.	Tā shi nărde rén?	Shànghǎi	Tā shi Shànghǎi rén.
3.	Tā shi nărde rén?	Chángshā	Tā shi Chángshā rén.
4.	Tā shi nărde rén?	Táizhōng	Tā shi Táizhōng rén.
5.	Tā shi nărde rén?	Táiběi	Tā shi Táiběi rén.
6.	Tā shi nărde rén?	Tiānjīng	Tā shi Tiānjīng rén.
7.	Tā shi nărde rén?	Běijīng	Tā shi Běijīng rén.

E. Transformation Drill

1.	Speaker: Tā shi Běijīng rén. (He is from Běijīng.)	You: Tā shi nărde rén? (Where is he from?)
OR	Tā shi Zhōngguo rén. (He is Chinese.)	Tā shi něiguo rén? (What's his nationality?)

2.	Tā shi Jiānádà rén.	Tā shi nĕiguo rén?
3.	Tā shi Táibĕi rén.	Tā shi nărde rén?
4.	Tā shi Shànghăi rén.	Tā shi nărde rén?
5.	Tā shi Yīngguo rén.	Tā shi nĕiguo rén?
6.	Tā shi Mĕiguo rén.	Tā shi nĕiguo rén?
7.	Tā shi Táizhōng rén.	Tā shi nărde rén?

F. Transformation Drill

1.	Speaker: Tā shi Lĭ Tàitai. (She is Mrs. Lĭ.)	You: Tā bú shi Lĭ Tàitai. (She is not Mrs. Lĭ.)
2.	Tā xìng Gāo.	Tā bú xìng Gāo.
3.	Tā shi Táibĕi rén.	Tā bú shi Táibĕi rén.
4.	Tā xìng Liú.	Tā bú xìng Liú.
5.	Tā shi Mĕiguo rén.	Tā bú shi Mĕiguo rén.
6.	Tā shi Jiānádà rén.	Tā bú shi Jiānádà rén.

G. Transformation Drill

Ask the appropriate ma question.

1.	Speaker: Tā xìng Hú. (His surname is Hú.)	You: Tā xìng Hú ma? (Is his surname Hú?)
2.	Tā shi Bĕijīng rén.	Tā shi Bĕijīng rén ma?
3.	Tā shi Wăng Dànián.	Tā shi Wáng Dànián ma?
4.	Tā xìng Lín.	Tā xìng Lín ma?
5.	Tā shi Zhōngguo rén.	Tā shi Zhōngguo rén ma?

H. Transformation Drill

1.	Speaker: Tā xìng Zhāng. (His surname is Zhāng.)	You: Tā xìng shénme? (What's his surname?)
2.	Tā shi Běijīng rén.	Tā shi nǎrde rén?
3.	Tā shi Wáng Dànián.	Tā shi shéi?
4.	Tā shi Rìběn rén.	Tā shi něiguo rén?
5.	Tā shi Shāndōng rén.	Tā shi nǎrde rén?
6.	Tā shi Chén Tóngzhì.	Tā shi shéi?

UNIT 4

INTRODUCTION

Topics Covered in This Unit

1. Location of people and places.
2. Where people's families are from.

Prerequisites to the Unit

1. NUM 3 and NUM 4 (Tapes 3 and 4 of the resource module on Numbers).
2. CE 1, on Classroom Expressions.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 4D-1 tape.

REFERENCE LIST

(in Běijīng)

1.	A:	Qǐngwèn, nǐ shi nǎrde rén?	May I ask, where are you from?
	B:	Wǒ shi Dézhōu rén.	I'm from Texas.
2.	A:	Qǐngwèn, Āndésēn Fūren shi nǎrde rén?	May I ask, where is Mrs. Anderson from?
	B:	Tā yě shi Dézhōu rén.	She is from Texas too.
3.	A:	Tā shi Yīngguo rén ma?	Is he English?
	B:	Bú shi, tā bú shi Yīngguo rén.	No, he is not English.
	A:	Tā àiren ne?	And his wife?
	B:	Tā yé bú shi Yīngguo rén.	She isn't English either.
4.	A:	Qǐngwèn, Qīngdǎo zài nǎr?	May I ask, where is Qīngdǎo?
	B:	Qīngdǎo zài Shāndōng.	Qīngdǎo is in Shāndōng.
5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlüè.	My family is from Ontario.
	C:	Wǒ lǎojiā zài Shāndōng.	My family is from Shāndōng.
6.	A:	Chén Shìmín Tóngzhì zài nǎr?	Where is Comrade Chén Shìmín?
	B:	Tā zài nàr.	He's there.
7.	A:	Qīngdǎo zài nǎr?	Where is Qīngdǎo?
	B:	Zài zhèr.	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	My wife is in Canada now.

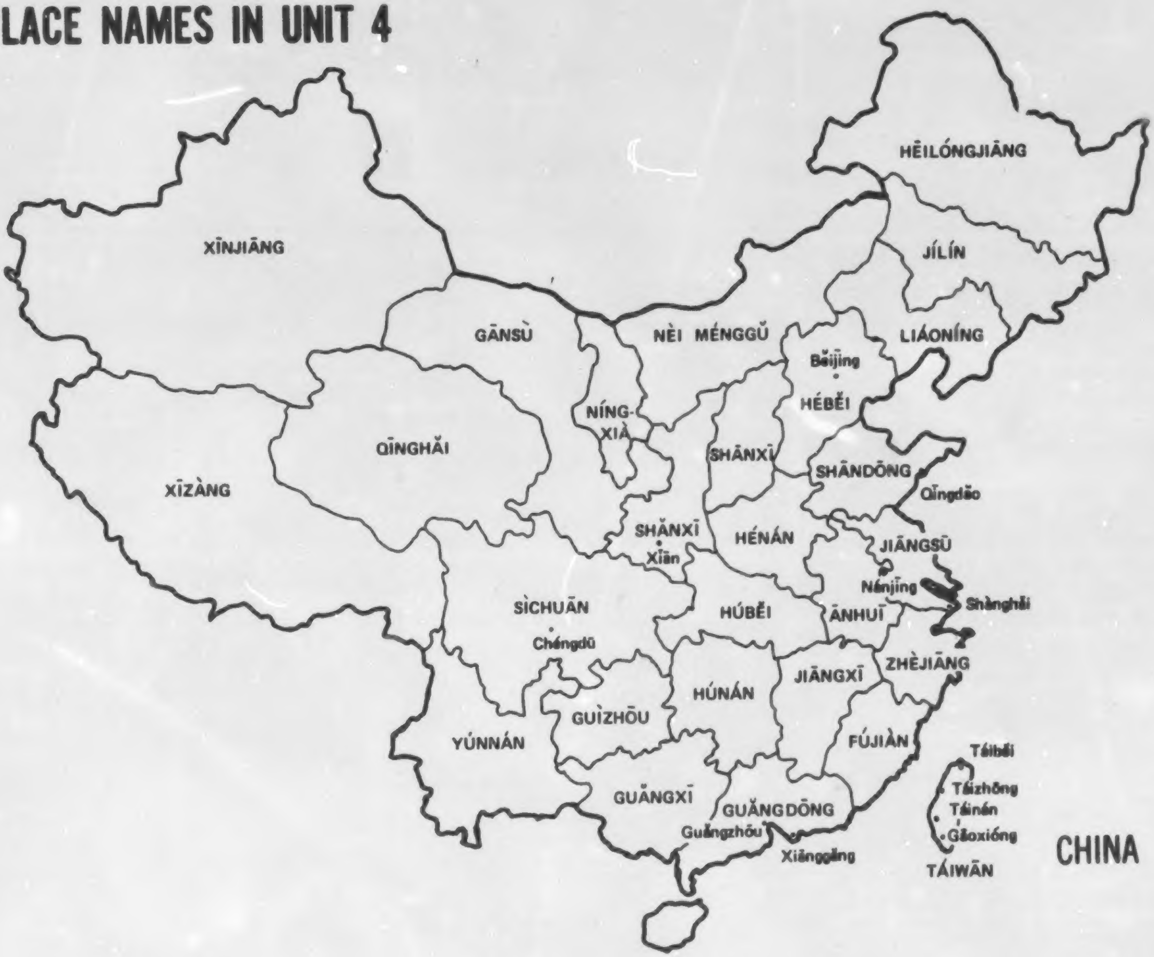
ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

9. Learn the pronunciation and locations of any five cities and five provinces of China found on the maps on pages 80-81.

VOCABULARY

àiren	spouse
Āndàlüè	Ontario
Dézhōu	Texas
fūren	Lady, Madame, Mrs.; wife (of a high-ranking person)
Jiānádà	Canada
lǎojiā	"original home"
nàr (nèr)	there
Qīngdǎo	(a city name)
Qǐngwèn . . .	May I ask . . .
xiànzài	now
yě	also, too, either
zài	to be in/at/on
zhèr	here

PLACE NAMES IN UNIT 4


HĒILÓNGJIĀNG
XĪNJIĀNG
JÍLÍN
GĀNSÙ
NÈI MÉNGGŬ
LIÁONÍNG
Běijīng
HÉBĚI
NÍNG-XIÀ
QĪNGHĂI
SHĀNXĪ
SHĀNDŌNG
XĪZÀNG
Qīngdǎo
SHĂNXĪ
Xīān
HÉNÁN
JIĀNGSŪ
Nánjīng
Shànghǎi
SÌCHUĀN
Chéngdū
HÚBĚI
ĀNHUĪ
ZHÈJIĀNG
JIĀNGXĪ
HÚNÁN
GUÌZHŌU
FÚJIÀN
YÚNNÁN
Táiběi
Táizhōng
Táinán
Gāoxióng
GUĂNGXĪ
GUĂNGDŌNG
Guǎngzhōu
Xiānggǎng
TÁIWĀN
CHINA

REFERENCE NOTES

1.	A: Qǐngwèn, nǐ shi nǎrde rén?	May I ask, where are you from?
	B: Wǒ shi Dézhōu rén.	I'm from Texas.

Note on No. 1

Qǐngwèn: Literally, qǐng means "request," and wèn means "ask (for information)." Qǐngwèn is used as English speakers use "excuse me," to get someone's attention in order to ask him a question.*

2.	A: Qǐngwèn, Āndésēn Fūren shi nǎrde rén?	May I ask, where is Mrs. Anderson from?
	B: Tā yě shi Dézhōu rén.	She is from Texas too.

Notes on No. 2

Names: In the People's Republic, a foreigner is known by the standard phonetic equivalent of his full name. His given name is followed by his surname, which is followed by the appropriate title. Mr. David Anderson will be called Dàiwéi Āndésēn Xiānsheng. In Taiwan, there is no set way of giving names to foreigners. Sometimes, as in the PRC, a phonetic equivalent of the full name is used (though there are no standard versions). Sometimes, the equivalent is based entirely on the surname. Mr. Anderson, for instance, might be Ān Désēn Xiānsheng. The surname may also be translated, as when "King" is translated into Wáng. It is also common to base the Chinese surname on the first syllable of the original surname, and the Chinese given name on something else (often the original given name). In Taiwan, Dàwèi is a common phonetic equivalent for "David." "Mr. David Anderson," therefore, might be Ān Dàwèi Xiānsheng. Here is a chart of SOME of the Chinese names that might be given to Mr. David Anderson.

PRC:	Dàiwéi	Āndésēn	Xiānsheng
TAIWAN:	Ān	Désēn	Xiānsheng
	Ān	Dàwèi	Xiānsheng

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*Qǐngwèn is NOT the word used for saying "excuse me" when you step on someone's foot. For that, you say duìbuqǐ.

Titles: In the PRC, a foreign man is addressed as Xiānsheng, and a married woman as either Fūren or Tàitai, depending on her status. The term fūren is an expecially respectful term used to address the wife of a high-ranking official or businessman. Fūren is also used this way on Taiwan. An unmarried foreign woman in the PRC may be addressed as Xiǎojiě, "Miss." Married or unmarried women may be addressed as Nǚshì, "Ms." or "Ma'am." Nǚshì will be introduced in BIO, Unit 1.

The term Tóngzhì, "Comrade," was originally used only by members of the Communist Party to address other members. It is now the general term of address used by all Chinese adults in the PRC. It should be remembered, though, that Tóngzhì does carry a distinct political implication. Visitors in the People's Republic, who are not citizens and who do not take part in efforts to realize Communist ideals, will not be addressed as Tóngzhì and should not feel obliged to address anyone else as such.

Yě is an adverb meaning "also" or "too." It always comes before the verb.

3. A:	Tā shi Yīngguo rén ma?	Is he English?
B:	Bú shi, tā bú shi Yīngguo rén.	No, he is not English.
A:	Tā àiren ne?	And his wife?
B:	Tā yě bú shi Yīngguo rén.	She isn't English either.

Notes on No. 3

Àiren, which originally meant "loved one," "sweetheart," or "lover," is used in the PRC for either "husband" or "wife," i.e., for "spouse."

The possessive phrase tā àiren, "his wife" (or "her husband"), is formed by putting the words for "he" (or "she") and "spouse" together. The marker -de (which you have seen in nǎrde rén) is not needed when the possessive relationship is felt to be very close. (See also the notes on No. 5.)

Yě in a negative sentence is usually translated as "either." In this case, bù comes between yě and the verb. Possible English translations for yě, in both affirmative and negative sentences, are

Tā yě shi Yīngguo rén.	She is English too. She is also English.
Tā yě bú shi Yīngguo rén.	She is not English either. She is also not English.

4.	A:	Qĭngwèn, Qīngdăo zài năr?	May I ask, where is Qīngdăo?
	B:	Qīngdăo zài Shāndōng.	Qīngdăo is in Shāndōng.

Note on No. 4

Zài is the verb "to be in/at/on," that is, "to be somewhere." Zài involves location, while shì involves identity, "to be someone/something."

identity		
Wŏ	shi	Mĕiguo rén.
(I	am	an American.)

location		
Wŏ	zài	Zhōngguó.
(I	am in	China.)

5.	A:	Qĭngwèn, nĭ lăojiā zài năr?	May I ask, where is your family from?
	B:	Wŏ lăojiā zài Āndàlüè.	My family is from Ontario.
	C:	Wŏ lăojiā zài Shāndōng.	My family is from Shāndōng.

Notes on No. 5

Literally, lăojiā is "old home" ("original home," "ancestral home," "native place"), that is, the place you and your family are from. When a Chinese asks you about your lăojiā, he probably wants to know about your hometown, the place where you grew up. When you ask a Chinese about his lăojiā, however, he will tell you where his family came from originally. A Chinese whose grandparents came from the province of Guăngdōng will give that as his lăojiā, even if he and his parents have spent all of their lives in Sìchuān.

Nĭ lăojiā zài năr? (literally "Where is your original home?") asks for the LOCATION of the town you come from. The question is answered with zài plus the name of the province (or state) that the town is located in: Wŏ lăojiā zài Dézhōu (Āndàlüè, Shāndōng). Nĭ lăojiā shi năr? (translated into English as "What is your original home?") asks about the IDENTITY of the town you come from. That question is answered with shi plus the name of the town (or city): Wŏ lăojiā shi Jiŭjīnshān (Qīngdăo, Shànghăi). Compare:

Wŏ lăojiā zài Guăngdōng.	My original home is in Guăngdōng.
Wŏ lăojiā shi Guăngzhōu.	My original home is Guăngzhōu.

The possessive nǐ lǎojiā, like tā àiren, does not require a possessive marker. However, if more than one word must be used to indicate the possessor, -de is often inserted after the last word: nǐ àirende lǎojiā, "your spouse's original home" or "where your spouse's family comes from."

6.	A:	Chén Shìmín Tóngzhì zài nǎr?	Where is Comrade Chén Shìmín?
	B:	Tā zài nàr.	He's there.
7.	A:	Qīngdǎo zài nǎr?	Where is Qīngdǎo?
	B:	Zài zhèr.	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	My wife is in Canada now.

Notes on Nos. 6-8

You have learned three words for asking and telling about locations.

nǎr?	(where?)
nàr (nèr)	(there)
zhèr	(here)

Notice that the question word nǎr is in the Low tone, while the answer words nàr and zhèr are both in the Falling tone. Also notice that the vowel sound in zhèr is different from that in nǎr and nàr. (Some speakers prefer nèr to nàr.)

When you are talking about movable things and people that you presume are not nearby ("nearby" being approximately within pointing range), you usually ask where they are NOW. The "present time" word may be omitted if the time has been established earlier in the conversation.

Nǐ àiren xiànzài zài nǎr?	Where is your wife now?
Tā zài Běijīng.	She's in Běijīng (now).

If you ask about someone or something you presume to be nearby (a pair of scissors in a drawer, for instance, or a person in a group across the room), you do not use xiànzài.

In English, the words "here" and "there" are used to refer to locations of any size. In Chinese, however, zhèr and nàr are usually not used for cities, provinces, and countries (with the exception that you may use *zhèr* to refer to the city you are in). Instead, you repeat the name of the place. Compare these two exchanges in Běijīng:

COUNTRY: Mǎdīng Xiānsheng xiànzài zài *Zhōngguo* ma?

Tā xiànzài zài *Zhōngguó*.
(He's *here* now.)

CITY: Mǎdīng Xiānsheng xiànzài zài *Shànghǎi* ma?

Tā bú zài *Shànghǎi*; tā zài zhèr.
(He's not *there*; he's here.)

Jiānádà, "Canada": Although the middle syllable of this word is marked with the Rising tone, at a normal rate of speech you will probably hear *Jiānādà*.

DRILLS

A. Response Drill

Respond to the question "Where is he/she from?" according to the cue.

1.	Speaker: Tā shi nǎrde rén? (cue) Húnán (Where is he/she from?)	You: Tā shi Húnán rén. (He/she is from Húnán.)
2.	Tā shi nǎrde rén? Shāndōng (Where is he/she from?)	Tā shi Shāndōng rén. (He/she is from Shāndōng.)
3.	Tā shi nǎrde rén? Héběi (Where is he/she from?)	Tā shi Héběi rén. (He/she is from Héběi.)
4.	Tā shi nǎrde rén? Jiāngsū (Where is he/she from?)	Tā shi Jiāngsū rén. (He/she is from Jiāngsū.)
5.	Tā shi nǎrde rén? Guǎngdōng (Where is he/she from?)	Tā shi Guǎngdōng rén. (He/she is from Guǎngdōng.)
6.	Tā shi nǎrde rén? Húběi (Where is he/she from?)	Tā shi Húběi rén. (He/she is from Húběi.)
7.	Tā shi nǎrde rén? Sìchuān (Where is he/she from?)	Tā shi Sìchuān rén. (He/she is from Sìchuān.)

B. Transformation Drill

Ask the appropriate "where" question, as in the example.

1.	Speaker: Zhāng Tóngzhì Fūren shi Běijīng rén. (Comrade Zhāng's wife is from Běijīng.)	You: Qǐngwèn, Zhāng Fūren shi nǎrde rén? (May I ask, where is Mrs. Zhāng from?)
2.	Huáng Tóngzhì Fūren shi Shànghǎi rén.	Qǐngwèn, Huáng Fūren shi nǎrde rén?
3.	Wáng Tóngzhì Fūren shi Nánjīng rén.	Qǐngwèn, Wáng Fūren shi nǎrde rén?
4.	Lǐ Tóngzhì Fūren shi Guǎngzhōu rén.	Qǐngwèn, Lǐ Fūren shi nǎrde rén?
5.	Zhào Tóngzhì Fūren shi Xiānggǎng rén.	Qǐngwèn, Zhào Fūren shi nǎrde rén?

6.	Máo Tóngzhì Fūren shi Qĭngdăo rén.	Qĭngwèn, Máo Fūren shi nărde rén?
7.	Chén Tóngzhì Fūren shi Bĕijīng rén.	Qĭngwèn, Chén Fūren shi nărde rén?

C. Transformation Drill

Change affirmative statements to negative statements.

1.	Speaker: Tā shi Hébĕi rén. (He/she is from Hébĕi.)	You: Tā bú shi Hébĕi rén. (He/she isn't from Hébĕi.)
2.	Tā shi Shāndōng rén.	Tā bú shi Shāndōng rén.
3.	Tā shi Jiāngsū rén.	Tā bú shi Jiāngsū rén.
4.	Tā shi Fújiàn rén.	Tā bú shi Fújiàn rén.
5.	Tā shi Zhèjiāng rén.	Tā bú shi Zhèjiāng rén.
6.	Tā shi Húnán rén.	Tā bú shi Húnán rén.
7.	Tā shi Sìchuān rén.	Tā bú shi Sìchuān rén.

D. Transformation Drill

Add yĕ to the statements.

1.	Speaker: Tā shi Hébĕi rén. (He/she is from Hébĕi.)	You: Tā yĕ shi Hébĕi rén. (He/she is from Hébĕi too.)
2.	Tā shi Zhèjiāng rén.	Tā yĕ shi Zhèjiāng rén.
3.	Tā shi Fújiàn rén.	Tā yĕ shi Fújiàn rén.
4.	Tā shi Húnán rén.	Tā yĕ shi Húnán rén.
5.	Tā shi Jiāngsū rén.	Tā yĕ shi Jiāngsū rén.
6.	Tā shi Shāndōng rén.	Tā yĕ shi Shāndōng rén.
7.	Tā shi Hénán rén.	Tā yĕ shi Hénán rén.

E. Transformation Drill

Add yě to the statements.

1.	Speaker: Zhào Xiānsheng bú shi Táiwān rén. (Mr. Zhào isn't from Táiwān.)	You: Zhào Xiānsheng yě bú shi Táiwān rén. (Mr. Zhào isn't from Táiwān either.)
2.	Lǐ Xiānsheng bú shi Táiběi rén. (Mr. Lǐ isn't from Táiběi.)	Lǐ Xiānsheng yě bú shi Táiběi rén. (Mr. Lǐ isn't from Táiběi either.)
3.	Wáng Xiānsheng bú shi Táizhōng rén. (Mr. Wáng isn't from Táizhōng.)	Wáng Xiānsheng yě bú shi Táizhōng rén. (Mr. Wáng isn't from Táizhōng either.)
4.	Huáng Xiānsheng bú shi Táinán rén. (Mr. Huáng isn't from Táinán.)	Huáng Xiānsheng yě bú shi Táinán rén. (Mr. Huáng isn't from Táinán either.)
5.	Liú Xiānsheng bú shi Táidōng rén. (Mr. Liú isn't from Táidōng.)	Liú Xiānsheng yě bú shi Táidōng rén. (Mr. Liú isn't from Táidōng either.)
6.	Hú Xiānsheng bú shi Jīlóng rén. (Mr. Hú isn't from Jīlóng.)	Hú Xiānsheng yě bú shi Jīlóng rén. (Mr. Hú isn't from Jīlóng either.)
7.	Chén Xiānsheng bú shi Gāoxióng rén. (Mr. Chén isn't from Gāoxióng.)	Chén Xiānsheng yě bú shi Gāoxióng rén. (Mr. Chén isn't from Gāoxióng either.)

F. Response Drill

1.	Speaker: Mǎ Tóngzhì shi Běijīng rén ma? (Is Comrade Mǎ from Běijīng?)	You: Tā bú shi Běijīng rén. (He/she isn't from Běijīng.)
	Tā àiren ne? (And his/her spouse?)	Tā àiren yě bú shi Běijīng rén. (He/she isn't from Běijīng either.)

2. Zhāng Tóngzhì shi Shànghǎi rén ma? (Is Comrade Zhāng from Shànghǎi?)	Tā bú shi Shànghǎi rén. (He/she isn't from Shànghǎi.)
Tā àiren ne? (And his/her spouse?)	Tā àiren yě bú shi Shànghǎi rén. (He/she isn't from Shànghǎi either.)
3. Jiāng Tóngzhì shi Nánjīng rén ma? (Is Comrade Jiāng from Nánjīng?)	Tā bú shi Nánjīng rén. (He/she isn't from Nánjīng.)
Tā àiren ne? (And his/her spouse?)	Tā àiren yě bú shi Nánjīng rén. (He/she isn't from Nánjīng either.)
4. Chén Tóngzhì shi Guǎngzhōu rén ma? (Is Comrade Chén from Guǎngzhōu?)	Tā bú shi Guǎngzhōu rén. (He/she isn't from Guǎngzhōu.)
Tā àiren ne? (And his/her spouse?)	Tā yě bú shi Guǎngzhōu rén. (He/she isn't from Guǎngzhōu either.)
5. Sūn Tóngzhì bú shi Chéngdū rén ma? (Is Comrade Sūn from Chéngdū?)	Tā bú shi Chéngdū rén. (He/she isn't from Chéngdū.)
Tā àiren ne? (And his/her spouse?)	Tā àiren yě bú shi Chéngdū rén. (He/she isn't from Chéngdū either.)
6. Máo Tóngzhì shi Qīngdǎo rén ma? (Is Comrade Máo from Qīngdǎo?)	Tā bú shi Qīngdǎo rén. (He/she isn't from Qīngdǎo.)
Tā àiren ne? (And his/her spouse?)	Tā àiren yě bú shi Qīngdǎo rén. (His/her spouse isn't from Qīngdǎo either.)
7. Yáng Tóngzhì shi Běijīng rén ma? (Is Comrade Yáng from Běijīng?)	Tā bú shi Běijīng rén. (He/she isn't from Běijīng.)
Tā àiren ne? (And his/her spouse?)	Tā àiren yě bú shi Běijīng rén. (His/her spouse isn't from Běijīng either.)

G. Response Drill

1. Speaker: Qǐngwèn, Qīngdǎo zài nǎr? (cue) Shāndōng (May I ask, where is Qīngdǎo?)	You: Qīngdǎo zài Shāndōng. (Qīngdǎo is in Shāndōng.)

2. Qĭngwèn, Nánjīng zài năr? Jiāngsū (May I ask, where is Nánjīng?)	Nánjīng zài Jiāngsū. (Nánjīng is in Jiāngsū.)
3. Qĭngwèn, Guăngzhōu zài năr? Guăngdōng (May I ask, where is Guăngzhōu?)	Guăngzhōu zài Guăngdōng.) (Guăngzhōu is in Guăngdōng.)
4. Qĭngwèn, Shànghăi zài năr? Jiāngsū (May I ask, where is Shànghăi?)	Shènghăi zài Jiāngsū. (Shànghăi is in Jiāngsū.)*
5. Qĭngwèn, Bĕijīng zài năr? Hébĕi (May I ask, where is Bĕijīng?)	Bĕijīng zài Hébĕi. (Bĕijīng is in Hébĕi.)
6. Qĭngwèn, Qīngdăo zài năr? Shāndōng (May I ask, where is Qīngdăo?)	Qīngdăo zài Shāndōng. (Qīngdăo is in Shāndōng.)
7. Qĭngwèn, Shànghăi zài năr? Jiāngsū (May I ask, where is Shànghăi?)	Shànghăi zài Jiāngsū. (Shànghăi is in Jiāngsū.)

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*Although Shànghăi is physically located in Jiāngsū Province, it is a separate political entity. (The cities of Bĕijīng and Tiānjīn are also separate entities.)

H. Transformation Drill

1. Speaker: Lín Tóngzhì shi Húbĕi rén. (Comrade Lín is from Húbĕi.)	You: Lín Tóngzhìde lăojiā zài Húbĕi. (Comrade Lín's family is from Húbĕi.)
2. Wáng Tóngzhì shi Shānxī rén. (Comrade Wáng is from Shānxī.)	Wáng Tóngzhìde lăojiā zài Shānxī. (Comrade Wáng's family is from Shānxī.)
3. Huáng Tóngzhì shi Shănxī rén. (Comrade Huáng is from Shănxī.)	Huáng Tóngzhìde lăojiā zài Shănxī. (Comrade Huáng's family is from Shănxī.)
4. Gāo Tóngzhì shi Fújiàn rén. (Comrade Gāo is from Fújiàn.)	Gāo Tóngzhìde lăojiā zài Fújiàn. (Comrade Gāo's family is from Fújiàn.)

5.	Lǐ Tóngzhì shi Sìchuān rén. (Comrade Lǐ is from Sìchuān.)	Lǐ Tóngzhìde lǎojiā zài Sìchuān. (Comrade Lǐ's family is from Sìchuān.)
6.	Zhōu Tóngzhì shi Zhèjiāng rén. (Comrade Zhōu is from Zhèjiāng.)	Zhōu Tóngzhìde lǎojiā zài Zhèjiāng. (Comrade Zhōu's family is from Zhèjiāng.)
7.	Máo Tóngzhì shi Húnán rén. (Comrade Máo is from Húnán.)	Máo Tóngzhìde lǎojiā zài Húnán. (Comrade Máo's family is from Húnán.)

I. Response Drill

1.	Speaker: Tā àiren zài nǎr? (Where is his/her spouse?)	(cue) Měiguó	You: Tā àiren xiànzài zài Měiguó. (His/her spouse is in America now.)
2.	Tā àiren zài nǎr? (Where is his/her spouse?)	Jiānádà	Tā àiren xiànzài zài Jiānádà. (His/her spouse is in Canada now.)
3.	Tā àiren zài nǎr? (Where is his/her spouse?)	Yīngguó	Tā àiren xiànzài zài Yīngguó. (His/her spouse is in England now.)
4.	Tā àiren zài nǎr? (Where is his/her spouse?)	Déguó	Tā àiren xiànzài zài Déguó. (His/her spouse is in Germany now.)
5.	Tā àiren zài nǎr? (Where is his/her spouse?)	Měiguó	Tā àiren xiànzài zài Fàguó. (His/her spouse is in America now.)
6.	Tā àiren zài nǎr? (Where is his/her spouse?)	Fàguó	Tā àiren xiànzài zài Fàguó. (His/her spouse is in France now.)
7.	Tā àiren zài nǎr? (Where is his/her spouse?)	Èguó	Tā àiren xiànzài zài Èguó. (His/her spouse is in Russia now.)

CRITERION TEST SAMPLE

The purpose of the Criterion Test at the end of each module is to show you not only how much of the material you have learned, but also what points you need to work on before beginning to study another module.

Since the primary goal of ORN is to introduce the sound system of Standard Chinese, this test focuses on your ability to discriminate and produce tones, vowels, and consonants. Additionally, there are sections which test your ability to comprehend and produce numbers from 1 through 99 and the material in the ORN Target Lists. Your knowledge of personal names and titles and the romanization system is also tested. Read the Objectives at the beginning of the module for a description of exactly what the test covers. Note: Although the entire sound system is introduced in the Pronunciation and Romanization Module, you will be tested here only on those sounds which occur in the Target Sentences. Other sounds will be included in Criterion Tests for later modules.

Following is a sample of the Criterion Test for this module. Each section of the test, with directions and a sample question, is represented here so that you may know exactly what is expected of you after studying the ORN Module.

Minimum scores are suggested for each section of the test. Achieving these scores means that you are adequately prepared for the next module. If you fall below the minimum criterion on any section, you should review relevant study materials.

You will use a tape to complete Part I of the test. Part II is written, and you will complete Part III with your instructor. Part IV of the test (Diagnostics) indicates the passing score for each section and review materials for each section.

Part I

1. This section tests your ability to distinguish the four tones. In your test booklet you will see two syllables after each letter. The speaker will pronounce both syllables, and then say one of them again. You are to decide which syllable was repeated, and circle the appropriate one to indicate your choice. The syllables may occur in any of the four tones, regardless of which tone was used previously in the module. The same syllable may occur more than once in this section.

   For example, the speaker might say: fēi...fěi and then repeat fēi.

   a. [✓ fēi] fěi

2. This section tests your ability to recognize the four tones in isolated syllables. The speaker will pronounce a syllable twice; you add to the written syllable the tone that you hear. Again, the syllables may occur in any of the four tones, regardless of which tone was used previously in the module.

   For example, the speaker might say: fěi...fěi

   a. fěi

3. This section tests your ability to recognize the four tones in two-syllable combinations. The speaker pronounces each two-syllable item twice and then pauses a moment for you to mark tones on the written syllables. For the first ten items, one of the two tones is already marked. For the last ten items, you must fill in both tones.

   For example, the speaker might say: cháběi...cháběi

   a. cháběi

4. In this section, you are tested on syllables which differ minimally in sound. The speaker will pronounce each syllable in an item once; then he will pronounce one of the syllables again. Decide which of the syllables was repeated, and indicate your choice by circling that written syllable in your test booklet. The syllables in this test do not necessarily correspond in every way to syllables in the Target Lists. They may vary in tone, for example.

   For example, the speaker might say: fàn...fàng and then repeat fàng.

   a. fàn [✓ fàng]

5. In this section, you complete the romanization for the syllables that you hear. As the speaker says a syllable, write the appropriate vowel or consonant letter(s) in the blank. This tests your ability to recognize the sounds of a syllable and to use the romanization system correctly. The speaker will say each syllable twice.

For example, the speaker might say: pàng...pàng; then you would write

a. pà ng

6. This section tests your ability to understand the numbers 1 through 99 in Chinese. For each item, the speaker will say a number, and you write down the numerals for that number.

For example, you might hear: shí-sān

a. 13

7. This section tests your ability to understand questions and answers about where someone is from and where he is now. Listen to a conversation between Mr. Johnson and Comrade Zhào, who have just met. You will hear the conversation three times. The third time you hear it, a pause will follow each line. You may use these pauses to fill in the boxes in your booklet with appropriate information. (You do not have to wait for the second repetition of the conversation to fill in the answers, of course.)

For example: [You will hear a conversation similar to conversations you heard on the C-2 tapes in this module.]

	Home State or Province	Present Location
Comrade Zhào		
Mr. Johnson (Yuēhànsūn)		
Comrade Zhào's husband		
Mrs. Johnson		

8. This section tests your ability to comprehend Chinese utterances by asking you for the English equivalents. For each item, the speaker will say a sentence from the Target List twice. You indicate your understanding of the sentence by circling the letter of the English sentence which most closely matches the meaning of the Chinese sentence.

For example, you might hear: Nĭ shi shéi?...Nĭ shi shéi?

1. a. Who is she?
   b. Who is he?
   [✓ c.] Who are you?

Part II

9. This section tests your general understanding of the Chinese system of personal names and titles. Read the family histories in your test booklet, and answer the questions.

For example,

Yáng Tíngfēng is the Chinese name used by an American, Timothy Young, now that he is living in Taipei. His Chinese surname is:

1. [✓ a.] Yáng
   b. Tíngfēng
   c. Yáng Tíngfēng

Part III

10. This section tests your ability to pronounce the four tones. Simple sound combinations have been chosen so that special attention may be given to tone production. For each item, choose one syllable and read it aloud. As you do so, put a circle around the one you choose. The instructor will note the syllable he hears. Be sure to choose a fair sampling of all four tones, and select them in random order.

For example, you might say: má

a. mā [✓ má] mă mà

11. This section tests your ability to pronounce Chinese sounds from the Target Lists, as well as your ability to read romanization. For each item, choose one syllable and read it aloud. As you do so, put a circle around the one you choose. The instructor will note the syllable he hears. Be sure to choose syllables from each column as you go through this section of the test.

For example, you might say: nín

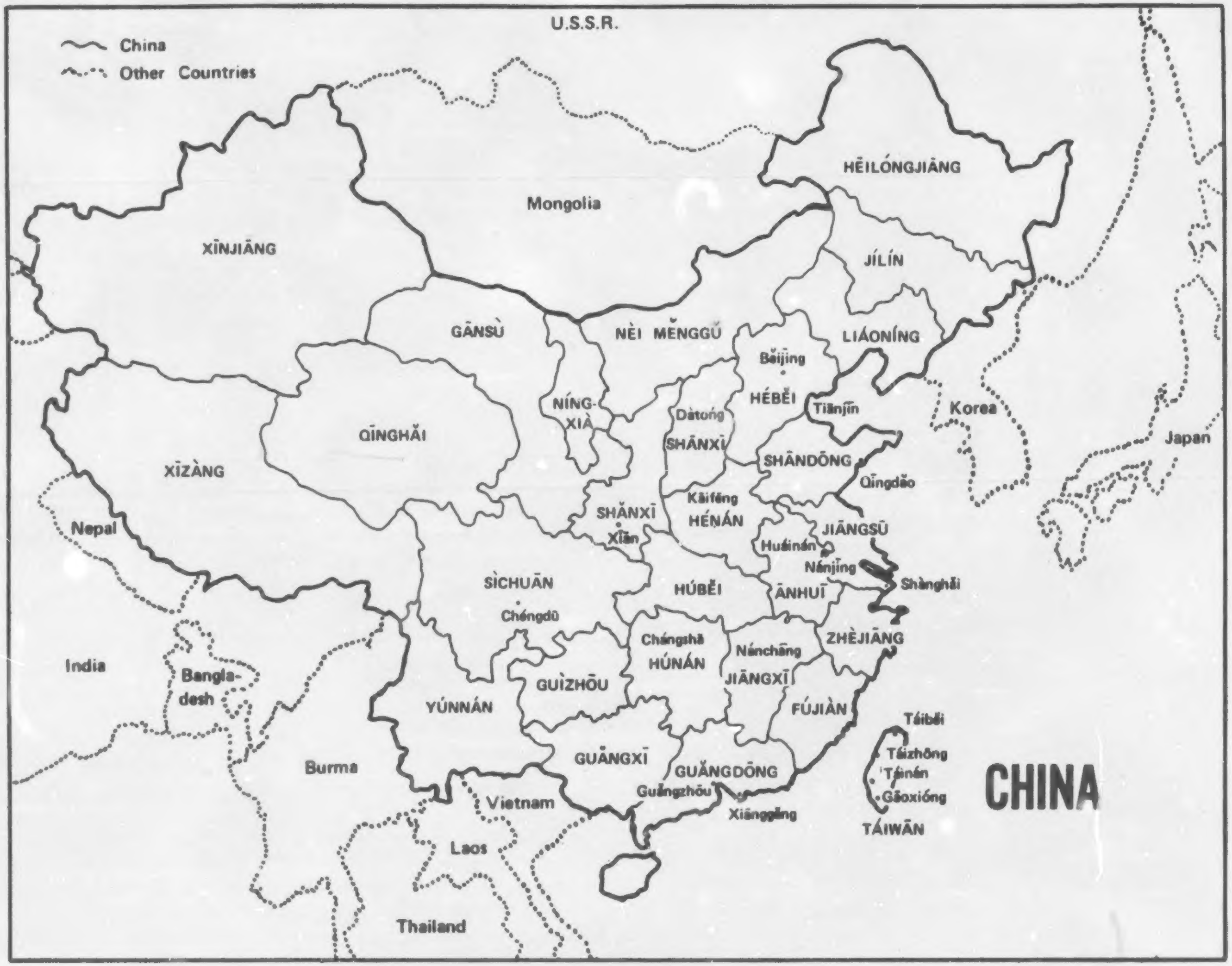
a. [✓ nín] níng

12. This section tests your ability to locate and name main cities and provinces in China. Using the map in your booklet, point out to your instructor five cities and five provinces and name them. Pronunciation is of secondary importance here.

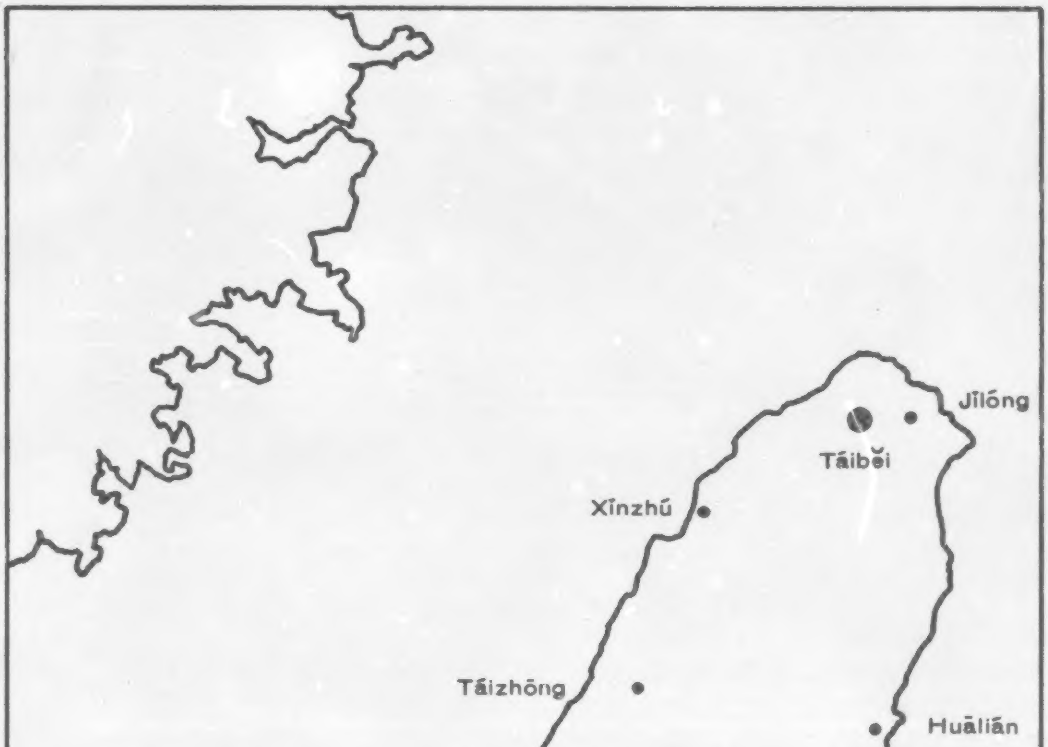
13. This section tests your ability to produce sentences in Chinese. Your instructor will say an English sentence from the Target Lists, and you translate it into Chinese. Your Chinese sentence must be correct both in grammar and in content.

14. This section tests your ability to make conversational use of the material covered in this module. Although limited in scope, this conversation between you and your instructor represents a situation which you are likely to encounter in the real world. As in any conversation, you are free to ask for a repetition or rephrasing of a sentence, or you may volunteer information on the subject. It is not so much the correctness of your pronunciation and grammar that is being tested as it is your ability to communicate effectively.

APPENDIX I: MAP OF CHINA


U.S.S.R.
China
Other Countries
Mongolia
XĪNJIĀNG
GĀNSÙ
NÈI MĚNGGǓ
HĒILÓNGJIĀNG
JÍLÍN
LIÁONÍNG
Běijīng
HÉBĚI
Tiānjīn
Korea
Japan
NÍNG-XIÀ
QĪNGHǍI
Dàtóng
SHĀNXĪ
SHĀNDŌNG
Qīngdǎo
XĪZÀNG
Nepal
SHǍNXĪ
Xī'ān
Kāifēng
HÉNÁN
JIĀNGSŪ
Huáinán
Nánjīng
Shànghǎi
SÌCHUĀN
Chéngdū
HÚBĚI
ĀNHUĪ
Chángshā
HÚNÁN
Nánchāng
JIĀNGXĪ
ZHÈJIĀNG
India
Bangla-desh
GUÌZHŌU
YÚNNÁN
FÚJIÀN
Táiběi
Táizhōng
Táinán
Gāoxióng
TÁIWĀN
Burma
GUǍNGXĪ
GUǍNGDŌNG
Guǎngzhōu
Xiānggǎng
Vietnam
Laos
Thailand
CHINA

APPENDIX II: MAP OF TAIWAN


Jīlóng
Táiběi
Xīnzhú
Táizhōng
Huālián
TÁIWĀN
Jiāyì
Táinán
Táidōng
Gāoxióng

APPENDIX III: COUNTRIES AND REGIONS

Afghanistan	Āfùhàn
Albania	Āěrbāníyà
Algeria	Āěrjílìyà
Andorra	Āndàoěr
Angola	Ān'gēlā
Argentina	Āgēntíng
Australia	Àodàlìyà
Austria	Àodìlì (Àoguó)
Bahama Is.	Bāhāmǎ Qúndǎo
Bahrain	Bālín(guó)
Bangladesh	Mèngjiālā(guó)
Barbados	Bābāduōsī
Belgium	Bǐlìshí
Belize	Bólìzī
Benin	Bèiníng
Bermuda	Bǎimùdá
Bhutan	Bùdān
Bolivia	Bōlìwéiyà
Botswana	Bócíwǎnà
Brazil	Bāxī
Britain	Yīngguó
Bulgaria	Bǎojiālìyà
Burma	Miǎndiàn
Burundi	Bùlóngdí
Cabinda	Kǎbēndá
Cameroun	Kāmàilóng
Canada	Jiānádà
Cape Verde Is.	Fódé Jiǎo
Central Africa	Zhōngfēi
Chad	Zhàdé
Chile	Zhìlì
China	Zhōngguó
Colombia	Gēlúnbǐyà
Comoro Is.	Kēmóluó Qúndǎo
Congo	Gāngguǒ
Costa Rica	Gēsīdálíjiā
Cuba	Gǔbā
Cyprus	Sàipǔlùsī
Czechoslovakia	Jiékè (Jiékèsīluófákè)
Democratic Yemen	Mínzhǔ Yěmén
Denmark	Dānmài
Djibouti	Jíbùtí
Dominican Republic	Duōmǐníjiā (Gònghéguó)
East Timor	Dōng Dǐwén
Ecuador	Ēguāduōěr
Egypt	Āijí
El Salvador	Sàěrwǎduō
England	Yīngguó
Equatorial Guinea	Chìdào Jīnèiyà
Estonia	Àishāníyà
Ethiopia	Āisàiébǐyà (Běijīng), Yīsuǒbǐyà (Taiwan)
Fiji	Fěijì
Finland	Fēnlán
France	Fǎguó, Fàguó
French Polynesia	Fǎshǔ Bōlìníxīyà
Gabon	Jiāpéng
Gambia, The	Gāngbǐyà
Germany	Déguó
Germany, East	Dōngdé
Germany, West	Xīdé
Ghana	Jiānà
Gibraltar	Zhíbùluótuó
Great Britain	Dà Búlièdiān
Greece	Xīlà
Greenland	Gélínglán
Grenada	Gélínnàdá
Guam	Guāndǎo
Guatemala	Guādìmǎlā
Guinea	Jīnèiyà
Guinea-Bissau	Jīnèiyà Bǐshào
Guyana	Guīyànà
Haiti	Hǎidì
Honduras	Hóngdūlāsī
Hungary	Xiōngyálì
Iceland	Bīngdǎo
India	Yìndù
Indonesia	Yìnní (Yìndùníxīyà)
Iran	Yīlǎng
Iraq	Yīlākè
Ireland	Àiěrlán
Israel	Yǐsèliè
Italy	Yìdàlì
Ivory Coast	Xiàngyá Hǎiàn
Jamaica	Yámǎijiā
Japan	Rìběn
Java	Zhǎowā
Jordan	Yuēdàn
Kampuchea	Jiǎnbǔzhài
Kenya	Kěnníyà
Korea	Cháoxiǎn (Běijīng), Hánguó (Taiwan)
Kuwait	Kēwēitè
Laos	Lǎowō (Běijīng), Liáoguó (Taiwan)
Latvia	Lātuōwéiyà
Lebanon	Líbānèn
Lesotho	Láisuǒtuō
Líberia	Lìbǐlìyà
Libya	Lìbǐyà
Liechtenstein	Lièzhīdūnshìdēng
Lithuania	Lìtáowǎn
Luxemburg	Lúsēnbǎo
Madagascar	Mǎdájiāsījiā, Mǎěrjiāshí
Malawi	Mǎlāwéi
Malaysia	Mǎláixīyà
Maldive Is.	Mǎěrdàifū
Mali	Mǎlǐ
Malta	Mǎěrtā
Mauritania	Máolìtǎníyà
Mauritius	Máolǐqiúsī
Mexico	Mòxīgē
Monaco	Mónàgē
Mongolia	Měnggǔ
Morocco	Móluògē
Mozambique	Mòsāngbǐkè
Namibia	Nàmǐbǐyà
Nauru	Nǎolǔ
Nepal	Níbóěr

Netherlands	Hélán
Netherlands Antilles	Āndìlièsī Qúndǎo
New Zealand	Xīn Xīlán
Nicaragua	Níjiālāguā
Niger	Nírìěr
Nigeria	Nírìlìyà
Norway	Nuówēi
Okinawa	Chōngshéng
Oman	Āmàn
Pakistan	Bājīsītǎn
Palestine	Bālēsītǎn
Panama	Bānámǎ
Papua New Guinea	Bābùyà Xīn Jīnèiyà
Paraguay	Bālāguī
Peru	Mìlǔ
Philippines	Fēilǜbīn
Portugal	Pútáoyá
Puerto Rico	Bōduōlígè
Qatar	Kǎtǎěr
Réunion	Liúníwāng(dǎo)
Rhodesia	Luódéxīyà
Romania	Luómǎníyà
Russia	Éguó, Èguó
Rwanda	Lúwàngdá
San Marino	Shèng Mǎlìnuò
São Tomé and Príncipe	Shèng Duōměi hé Pǔlínxībǐ
Saudi Arabia	Shātè Ālābó (Běijīng), Shāwūdì Ālābó (Taiwan)
Scotland	Sūgélán
Senegal	Sàinèijiāěr
Seychelles Is.	Sàishéěr Qúndǎo
Siberia	Xībólìyà
Sierra Leone	Sàilā Lìáng
Sikkim	Xījīn
Singapore	Xīnjiāpō
Solomon Is.	Suǒluómén Qúndǎo
Somalia	Suǒmǎlǐ
South Africa	Nánfēi
Soviet Russia	Sūè (Taiwan)
Soviet Union	Sūlián
Spain	Xībānyá
Sri Lanka	Sīlǐlánkǎ
Sudan	Sūdān
Surinam	Sūlǐnán
Swaziland	Sīwēishìlán (Běijīng), Shǐwǎjìlán (Taiwan)
Sweden	Ruìdiǎn
Switzerland	Ruìshì
Syria	Xùlìyà
Tanzania	Tǎnsāngníyà
Thailand	Tàiguó
Togo	Duōgē
Tonga	Tāngjiā
Trinidad and Tobago	Tèlìnídá hé Duōbāgē
Tunisia	Túnísī
Turkey	Tǔěrqí
Uganda	Wūgāndá
Ukraine	Wūkèlán
United Arab Emirates	Ālābó Liánhé Qiúzhǎngguó
United Kingdom	Liánhé Wángguó
United States	Měiguó
Upper Volta	Shàng Wòěrtā
Uruguay	Wūlāguī
Venezuela	Wěinèiruìlā
Vietnam	Yuènán
Virgin Is.	Wéiěrjīng Qúndǎo
Wales	Wēiěrsī
Western Sahara	Xī Sāhālā
Western Samoa	Xī Sàmóyà
White Russia	Bái Éluósī
Yemen	Yěmén
Yugoslavia	Nánsīlāfū
Zaire	Zhāyīěr
Zambia	Zànbǐyà
Zimbabwe	Jīnbābùwéi

APPENDIX IV: AMERICAN STATES

All the names of states may be followed by the word zhōu "state," for example, Ālābāmǎ zhōu.

Alabama	Ālābāmǎ
Alaska	Ālāsījiā
Arizona	Yàlìsāngnà
Arkansas	Ākěnsè, Akānsàsī *
California	Jiāzhōu, Jiālìfóníyà
Colorado	Kēluólāduō
Connecticut	Kāngnièdígé, Kāngnǎidígé
Delaware	Tèlāhuá, Délāwēi(ěr)
Florida	Fóluólǐdá
Georgia	Qiáozhìyà, Zuǒzhìyà
Hawaii	Xiàwēiyí
Idaho	Àidáhé
Illinois	Yīlìnuò(sī)
Indiana	Yìndìānnà
Iowa	Yīāhuá, Àiāhuá
Kansas	Kānsàsī
Kentucky	Kěntǎjī
Louisiana	Lùyìsīānnà
Maine	Miǎnyīn
Maryland	Mǎlǐlán
Massachusetts	Mǎsāzhūsài, Mǎshěng
Michigan	Mìxīgēn, Mìxiēgēn, Mìzhīān
Minnesota	Míngnísūdá
Mississippi	Mìxīxībǐ
Missouri	Mìsūlǐ
Montana	Méngdànà
Nebraska	Nèibùlāsījiā
Nevada	Nèihuádá
New Hampshire	Xīn Hānbùshíěr, Xīn Hǎnbùxià
New Jersey	Xīn Zéxī
New Mexico	Xīn Mòxīgē
New York	Niǔyuē
North Carolina	Běi Kǎluóláinà, Běi Kǎluólínnà
North Dakota	Běi Dákētā, Běi Dákēdá
Ohio	Éhàié
Oklahoma	Ékèlāhémǎ, Ākèlāhémǎ
Oregon	Élègāng
Pennsylvania	Bīnzhōu, Bīnxīfǎníyà, Bīnxīfánníyà
Rhode Island	Luódé Dǎo, Luódéàilán
South Carolina	Nán Kǎluóláinà, Nán Kǎluólínnà
South Dakota	Nán Dákētā
Tennessee	Tiánnàxī
Texas	Dézhōu, Dékèsàsī
Utah	Yóutā, Yōuta
Vermont	Wēiméngtè, Fóméngtè
Virginia	Wēijíníyà, Fójíníyà
Washington	Huáshèngdùn
West Virginia	Xī Fójíníyà
Wisconsin	Wēisīkāngxīn(g)
Wyoming	Huáiémíng

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*The alternative forms given in this list are not exhaustive, but are meant to give an idea of the range of transliterations.

APPENDIX V: CANADIAN PROVINCES

Alberta	Yǎbódá
British Columbia	Yīngshǔ Gēlúnbǐyà
Manitoba	Mànnítuōbā
New Brunswick	Xīn Bùlúnzīwéikè
Newfoundland	Niǔfēnlándǎo
Northwest Territories	Xīběilíngdì
Nova Scotia	Xīn Sīkèshè
Ontario	Āndàlüè
Prince Edward Island	Àidéhuádǎo
Quebec	Kuíběikè
Saskatchewan	Sākèqíwàn
Yukon	Yùkōng

APPENDIX VI: COMMON CHINESE NAMES

Surnames

Huáng
Wáng
Zhāng
Lĭ
Zhào
Máo
Táng
Mă
Zhōu
Jiāng
Jiăng
Gāo
Lín
Sūn
Sòng
Fāng
Liú
Chén
Yáng
Sīmă
Ōuyáng
Hú
Wú
Liáng

Given Names (male)

Dálĭ
Mínglĭ
Dànián
Shìmín
Huá
Déxián
Yŏngpíng
Zìqiáng
Jié
Zhíyuăn
Guóquán
Shàowén
Shìyīng
Tíngfēng
Chéng
Zhènhàn

Given Names (female)

Juān
Lìróng
Wănrú
Mĕilíng
Xiùfèng
Qiăoyún
Huìwén
Défēn
Lù
Băolán
Yùzhēn
Mĕilì
Mĭnzhēn
Huìrán
Bīngyíng
Qīng
Zìyàn

APPENDIX VII: CHINESE PROVINCES

Pinyin Spelling	Map Spelling
Ānhuī	Anhwei
Fújiàn	Fukien
Gānsù	Kansu
Guǎngdōng	Kwangtung
Guǎngxī	Kwangsi
Guìzhōu	Kweichou
Héběi	Hopeh
Hēilóngjiāng	Heilungkiang
Hénán	Honan
Húběi	Hupeh
Húnán	Hunan
Jiāngsū	Kiangsu
Jiāngxī	Kiangsi
Jílín	Kirin
Liáoníng	Liaoning
Nèiměnggǔ	Inner Mongolia
Níngxià	Ningsia
Qīnghǎi	Tsinghai
Shāndōng	Shantung
Shānxī	Shansi
Shǎnxī	Shensi
Sìchuān	Szechuan
Táiwān	Taiwan
Xīnjiāng	Sinkiang
Xīzàng	Tibet
Yúnnán	Yunnan
Zhèjiāng	Chekiang

APPENDIX VIII: CHINESE CITIES

Pinyin Spelling	Map Spelling
Bĕijīng	Peking
Chángshā	Ch'ang-sha
Chéngdū	Ch'eng-tu
Dàtóng	Ta-t'ung
Gāoxióng	Kao-hsiung
Guăngzhōu	Canton
Hángzhōu	Hang-chou
Hànkŏu	Han-k'ou
Huáinán	Huai-nan
Jīlóng	Chi-lung
Kāifēng	K'ai-feng
Nánchāng	Nan-ch'ang
Nánjīng	Nanking
Qīngdăo	Tsingtao
Shànghăi	Shanghai
Táibĕi	Taipei
Táidōng	T'ai-tung
Táinán	T'ai-nan
Táizhōng	T'ai-chung
Tiānjīn	Tientsin
Wŭchāng	Wu-ch'ang
Wŭhàn	Wu-han
Xīān	Sian

MODULE 2: BIOGRAPHIC INFORMATION

The Biographic Information Module provides you with linguistic and cultural skills needed for a simple conversation typical of a first-meeting situation in China. These skills include those needed at the beginning of a conversation (greetings, introductions, and forms of address), in the middle of a conversation (understanding and answering questions about yourself and your immediate family), and at the end of a conversation (leave-taking).

Before starting this module, you must take and pass the ORN Criterion Test. The resource modules Pronunciation and Romanization and Numbers (tapes 1-4) are also prerequisites to the BIO Module.

The Criterion Test will focus largely on this module, but material from Module 1 and associated resource modules may also be included.

OBJECTIVES

Upon successful completion of the module, the student should be able to

1. Pronounce correctly any word from the Target Lists of ORN or BIO, properly distinguishing sounds and tones, using the proper stress and neutral tones, and making the necessary tone changes.
2. Pronounce correctly any sentence from the BIO Target Lists, with proper pauses and intonation, that is, without obscuring the tones with English intonation.
3. Use polite formulas in asking and answering questions about identity (name), health, age, and other basic information.
4. Reply to questions with the Chinese equivalents of "yes" and "no."
5. Ask and answer questions about families, including who the members are, how old they are, and where they are.
6. Ask and answer questions about a stay in China, including the date of arrival, location-purpose-duration of stay, previous visits, traveling companions, and date of departure.
7. Ask and answer questions about work or study--identification of occupation, the location, and the duration.
8. Give the English equivalent for any Chinese sentence in the BIO Target Lists.

9. Be able to say any Chinese sentence in the BIO Target Lists when cued with its English equivalent.

10. Take part in a short Chinese conversation, using expressions included in the BIO Target List sentences.

TAPES FOR BIO AND ASSOCIATED RESOURCE MODULES

Biographic Information (BIO)

Unit 1:	1 C-1	1 P-1	1&2 D-1	1 C-2	1 P-2
Unit 2:	2 C-1	2 P-1		2 C-2	2 P-2
Unit 3:	3 C-1	3 P-1	3&4 D-1	3 C-2	3 P-2
Unit 4:	4 C-1	4 P-1		4 C-2	4 P-2
Unit 5:	5 C-1	5 P-1	5&6 D-1	5 C-2	5 P-2
Unit 6:	6 C-1	6 P-1		6 C-2	6 P-2
Unit 7:	7 C-1	7 P-1	7&8 D-1	7 C-2	7 P-2
Unit 8:	8 C-1	8 P-1		8 C-2	8 P-2

Units 1-4 R-1

Units 5-8 R-1

Classroom Expressions (CE)

CE 2

Time and Dates (T&D)

T&D 1 T&D 2

UNIT 1 TARGET LIST

1.	Qǐngwèn, nǐ zhù zai nǎr?	May I ask, where are you staying?
	Wǒ zhù zai Běijīng Fàndiàn.	I'm staying at the Běijīng Hotel.
2.	Nǐ zhù zai něige fàndiàn?	Which hotel are you staying at?
	Wǒ zhù zai nèige fàndiàn.	I'm staying at that hotel.
3.	Nǐ zhù zai zhèige fàndiàn ma?	Are you staying at this hotel?
	Bù, wǒ bú zhù zai zhèige fàndiàn.	No, I'm not staying at this hotel.
4.	Nǐ zhù zai Mínzú Fàndiàn ma?	Are you staying at the Nationalities Hotel?
	Bù, wǒ bú zhù zai Mínzú Fàndiàn.	No, I'm not staying at the Nationalities Hotel.
5.	Něiwèi shi Gāo Tóngzhì?	Which one is Comrade Gāo?
	Nèiwèi shi Gāo Tóngzhì.	That one is Comrade Gāo.
6.	Zǎo. Nuòwǎkè Nǚshì! Nín hǎo.	Good morning. Miss Novak! How are you.
	Wǒ hěn hǎo.	I'm very well.
7.	Nǐ shi Měiguo nǎrde rén?	Where are you from in America?
	Wǒ shi Jiāzhōu Jiùjīnshān rén.	I'm from San Francisco, California.

UNIT 2 TARGET LIST

1.	Nǐ péngyou jiā zài nǎli?	Where is your friend's house?
	Tā jiā zài Dàlǐ Jiē.	His house is on Dàlǐ Street.
2.	Nǐ péngyoude dìzhǐ shi...?	What is your friend's address?
	Tāde dìzhǐ shi Dàlǐ Jiē Sìshièr-hào.	His address is No. 42 Dàlǐ Street.

3.	Nǐ shi Wèi Shàoxiào ba?	You are Major Weiss, aren't you?
	Shìde.	Yes.
4.	Nà shi Guóbǐn Dàfàndiàn ba?	That is the Ambassador Hotel, isn't it?
	Shìde, nà shi Guóbǐn Dàfàndiàn.	Yes, that's the Ambassador Hotel.
	Nǐ zhù zai nàli ma?	Are you staying there?
	Bù, wǒ zhù zai zhèli.	No, I'm staying here.
5.	Nǐ péngyou zài Táiběi gōngzuò ma?	Does your friend work in Taipei?
	Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.	He doesn't work in Taipei; he works in Taichung.
6.	Nǐ zài náli gōngzuò?	Where do you work?
	Nǐ zài Wǔguānchù gōngzuò.	I work at the defense attache's office.
OR		
	Wǒ zài yínháng gōngzuò.	I work at a bank.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

7.	lù	road

UNIT 3 TARGET LIST

1.	Nǐmen yǒu háizi ma?	Do you have any children?
	Yǒu, wǒmen yǒu.	Yes, we have.
2.	Liú Xiānsheng méiyou Měiguo péngyou.	Mr. Liú doesn't have any American friends.
3.	Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?	How many boys and how many girls do you have?
	Wǒmen yǒu liǎngge nánháizi, yíge nǚháizi.	We have two boys and one girl.

4.	Hú Xiānsheng Hú Tàitai yǒu jǐge háizi?	How many children do Mr. and Mrs. Hú have?
	Tāmen yǒu liǎngge háizi.	They have two children.
	Shi nánháizi, shi nǚháizi?	Are they boys or girls?
	Dōu shi nǚháizi.	Both of them are girls.
5.	Nǐmen háizi dōu zài zhèli ma?	Are all your children here?
	Bù, liǎngge zài zhèli, yíge hái zài Měiguó.	No. Two are here, and one is still in America.
6.	Nǐ jiāli yǒu shénme rén?	What people are in your family?
	Yǒu wǒ tàitai gēn sānge háizi.	There's my wife and three children.
7.	Nǐ jiāli yǒu shénme rén?	What people are in your family?
	Jiù yǒu wǒ fùqin, mǔqin	Just my father and mother.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

8.	zhǐ	only
9.	dìdi	younger brother
10.	gēge	older brother
11.	jiějie	older sister
12.	mèimei	younger sister
13.	xiōngdì	brothers
14.	jiěmèi	sisters
15.	xiōngdì jiěmèi	brothers and sisters
16.	fùmǔ	parents
17.	zǔfù	paternal grandfather
18.	zǔmǔ	paternal grandmother
19.	wàizǔfù	maternal grandfather
20.	wàizǔmǔu	maternal grandmother
21.	bàba	papa, dad, father
22.	māma	momma, mom, mother

UNIT 4 TARGET LIST

1.	Tā míngtiān lái ma?	Is he coming tomorrow?
	Tā yǐjīng lái le.	He has already come.
2.	Nǐ péngyou lái le ma?	Has your friend come?
	Tā hái méi(you) lái.	She hasn't come yet.
3.	Tā shi shénme shíhou dàode?	When did he arrive?
	Tā shi zuótiān dàode.	He arrived yesterday.
4.	Nǐ shi yíge rén láide ma?	Did you come alone?
	Bú shi, wǒ bú shi yíge rén láide.	No, I didn't come alone.
5.	Nǐ něitiān zǒu?	What day are you leaving?
	Wǒ jīntiān zǒu.	I'm leaving today.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

6.	hòutiān	the day after tomorrow
7.	qiántiān	the day before yesterday
8.	tiāntiān	every day
9.	érzi	son
10.	nǚér	daughter

UNIT 5 TARGET LIST

1.	Nǐ shi zài nǎr shēngde?	Where were you born?
	Wǒ shi zài Dézhōu shēngde.	I was born in Texas.
2.	Nǐmen xīngqījǐ zǒu?	What day of the week are you leaving?
	Wǒmen Xīngqītiān zǒu.	We are leaving on Sunday.

3.	Nĭ shi nĕinián shēngde?	What year were you born?
	Wŏ shi Yījiŭsānjiŭnián shēngde.	I was born in 1939.
4.	Nĭ shi jĭyüè jĭhào shēngde?	What is your month and day of birth?
	Wŏ shi Qíyüe sìhào shēngde.	I was born on July 4.
5.	Nĭ duō dà le?	How old are you?
	Wŏ sānshiwŭ le.	I'm 35.
6.	Nĭmen nánháizi dōu jĭsuì le?	How old are your boys?
	Yíge jiŭsuì le, yíge liùsuì le.	One is nine, and one is six.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

7.	hòunián	the year after next
8.	jīnián	this year
9.	míngnián	next year
10.	qiánnián	the year before last
11.	qùnián	last year
12.	niánnián	every year

UNIT 6 TARGET LIST

1.	Nĭ zhù duó jiŭ?	How long are you staying?
	Wŏ zhù yìnián.	I'm staying one year.
2.	Nĭ tàitai zài Xiānggăng zhù duó jiŭ?	How long is your wife staying in Hong Kong?
	Wŏ xiăng tā zhù liăngtiān.	I think she is staying two days.
3.	Nĭ xiăng zài Táiwān zhù duó jiŭ?	How long are you thinking of staying in Taiwan?
	Wŏ xiăng zhù liùge yüè.	I'm thinking of staying six months.
4.	Nĭ láile duó jiŭ le?	How long have you been here?
	Wŏ láile liăngge xīngqī le.	I have been here two weeks.

5.	Nĭ tàitai zài Xiānggăng zhùle duó jiŭ?	How long did your wife stay in Hong Kong?
	Tā zhùle liăngtiān.	She stayed two days.
6.	Lĭ Tàitai méi lái.	Mrs. Lĭ didn't come.
7.	Nĭ cóngqián láiguo ma?	Have you ever been here before?
	Wŏ cóngqián méi láiguo. Wŏ tàitai láiguo.	I have never been here before. My wife has been here.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

8.	qǜ	to go
9.	Niŭ Yüē	New York

UNIT 7 TARGET LIST

1.	Nín zài náli gōngzuò?	Where do you work?
	Wŏ zài Mĕiguo Guówùyuàn gōngzuò.	I work with the State Department.
2.	Nĭ zài náli gōngzuò?	Where do you work?
	Wŏ shi xüésheng.	I'm a student.
3.	Nĭ lái zuò shénme?	What did you come here to do?
	Wŏ lái niàn shū.	I came here to study.
4.	Nĭ niàn shénme?	What are you studying?
	Wŏ xüé Zhōngwén.	I'm studying Chinese.
5.	Nĭ zài dàxüé niànguo lìshĭ ma?	Did you study history in college?
	Niànguo.	Yes.
6.	Nĭmen huì shuō Zhōngwén ma?	Can you speak Chinese?
	Wŏ tàitai bú huì shuō, wŏ huì shuō yìdiăn.	My wife can't speak it; I can speak a little.

7.	Nǐde Zhōngguo huà hěn hǎo.	Your Chinese is very good.
	Náli, náli. Wǒ jiù huì shuō yìdiǎn.	Not at all, not at all. I can speak only a little.
8.	Nǐ shi zài náli xüéde Zhōngwén?	Where did you study Chinese?
	Wǒ shi zài Huáshèngdùn xüéde.	I studied it in Washington.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

9.	jīngjixüé	economics
10.	Rìwén	Japanese language
11.	wénxüé	literature
12.	zhèngzhixüé	political science
13.	nán	to be difficult
14.	róngyi	to be easy
15.	xüéxí (xüéxi)	to study, to learn (PRC)

UNIT 8 TARGET LIST

1.	Nǐ jīntiān hái yǒu kè ma?	Do you have any more classes today?
	Méiyou kè le.	I don't have any more classes.
2.	Nǐ cóngqián niàn Yīngwén niànle duó jiǔ?	How long did you study English?
	Wǒ niàn Yīngwén niànle liùnián.	I studied English for six years.
3.	Nǐ niàn Fàwén niànle duó jiǔ le?	How long have you been studying French?
	Wǒ niànle yìnián le.	I've been studying it for one year.
4.	Qǜnián wǒ hái bú huì xiě Zhōngguo zì.	Last year I couldn't write Chinese characters.
	Xiànzài wǒ huì xiě yìdiǎn le.	Now I can write a little.
5.	Nǐ fùqin shi jǖnrén ma?	Is your father a military man?
	Shì, tā shi hǎijǖn jǖnguān.	Yes, he's a naval officer.

6.	Wŏ jīntiān bù lái le. Wŏ bìng le.	I'm not coming today. I'm sick.
7.	Jīntiān hăo le méiyou? Jīntiān hăo le.	Are you better today? Today I'm better.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

8.	kōngjǖn	air force
9.	lùjǖn	army
10.	shìbīng	enlisted man
11.	zuò shì	to work
12.	Déwén	German language

UNIT 1

INTRODUCTION

Topics Covered in This Unit

1. Where people are staying (hotels).
2. Short answers.
3. The question word něige, "which."

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The drill tape (1D-1).

REFERENCE LIST

(in Běijīng)

1.	A:	Qǐngwèn, nǐ zhù zai nǎr?	May I ask, where are you staying?
	B:	Wǒ zhù zai Běijīng Fàndiàn.	I'm staying at the Běijīng Hotel.
2.	B:	Nǐ zhù zai Mínzú Fàndiàn ma?	Are you staying at the Nationalities Hotel?
	A:	Shì, wǒ zhù zai Mínzú Fàndiàn.	Yes, I'm staying at the Nationalities Hotel.
3.	A:	Nǐ zhù zai něige fàndiàn?	Which hotel are you staying at?
	B:	Wǒ zhù zai Běijīng Fàndiàn.	I'm staying at the Běijīng Hotel.
4.	B:	Něiwèi shi Zhāng Tóngzhì?	Which one is Comrade Zhāng?
	A:	Tā shi Zhāng Tóngzhì.	She is Comrade Zhāng.
5.*	B:	Něige rén shi Méi Tóngzhì?	Which person is Comrade Méi?
	A:	Nèige rén shi Méi Tóngzhì.	That person is Comrade Méi.

6.	B:	Něiwèi shi Gāo Tóngzhì?	Which one is Comrade Gāo?
	A:	Nèiwèi shi Gāo Tóngzhì.	That one is Comrade Gāo.
7.*	A:	Nǐ zhù zai zhèige fàndiàn ma?	Are you staying at this hotel?
	B:	Bù, wǒ bú zhù zai zhèige fàndiàn.	No, I'm not staying at this hotel.
8.	B:	Jiāng Tóngzhì! Nín zǎo.	Comrade Jiāng! Good morning.
	A:	Zǎo. Nuòwǎkè Nǚshì! Nín hǎo.	Good morning. Miss Novak! How are you.
	B:	Wǒ hěn hǎo.	I'm very well.
9.	A:	Qǐngwèn, nǐ shi Měiguo nǎrde rén?	May I ask, where are you from in America?
	B:	Wǒ shi Jiāzhōu Jiùjīnshān rén.	I'm from San Francisco, California.

VOCABULARY

fàndiàn	hotel
-ge	(general counter)
hěn	very
Jiùjīnshān	San Francisco
Mínzú Fàndiàn	Nationalities Hotel
něi-	which
něige?	which?
nèige	that
něiwèi?	which one (person)?
nèiwèi	that one (person)
nǚshì	(polite title for a married or unmarried woman) Ms.; lady
Shì.	Yes, that's so.
-wèi	(polite counter for people)
Zǎo.	Good morning.
zhèi-	this
zhèige	this
zhèiwèi	this one (person)
zhù	to stay, to live

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*This exchange occurs on the C-1 tape only.

REFERENCE NOTES

1. A: Qǐngwèn, nǐ zhù zai nǎr? May I ask, where are you staying?
   B: Wǒ zhù zai Běijīng Fàndiàn. I'm staying at the Běijīng Hotel.

Notes on No. 1

The verb zhù, "to live," or "to reside," may be used to mean "to stay at" (temporary residence) or "to live in" (permanent residence).

Zhù zai nǎr literally means "live at where." The verb zài, "to be in/at/on," is used here as a preposition, "at." It loses its tone in this position in a sentence. (The use of zài as a preposition is treated more fully in Unit 2.)

Fàndiàn has two meanings--"restaurant" and "hotel" (a relatively large hotel with modern facilities).* Literally, fàndiàn means "rice shop."

2. B: Nǐ zhù zai Mínzú Fàndiàn ma? Are you staying at the Nationalities Hotel?
   A: Shì, wǒ zhù zai Mínzú Fàndiàn. Yes, I'm staying at the Nationalities Hotel.

Note on No. 2

Shì: The usual way to give a short affirmative answer is to repeat the verb used in the question. Some verbs, however, may not be repeated as short answers. Zhù is one such verb. Others not to be used are xìng, "to be surnamed," and jiào, "to be given-named." Many speakers do not repeat the verb zài as a short answer. To give a short "yes" answer to questions containing these verbs, you use shì.

3. A: Nǐ zhù zai něige fàndiàn? Which hotel are you staying at?
   B: Wǒ zhù zai Běijīng Fàndiàn. I'm staying at the Běijīng Hotel.

4. B: Něiwèi shi Zhāng Tóngzhì? Which one is Comrade Zhāng?
   A: Tā shi Zhāng Tóngzhì. She is Comrade Zhāng.

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*Another word for "restaurant" is fànguǎnzi. The general word for "hotel" is lǚguǎn.

5.	B:	Něige rén shi Méi Tóngzhì?	Which person is Comrade Méi?
	A:	Nèige rén shi Méi Tóngzhì.	That person is Comrade Méi.
6.	B:	Něiwèi shi Gāo Tóngzhì?	Which one is Comrade Gāo?
	A:	Nèiwèi shi Gāo Tóngzhì.	That one is Comrade Gāo.
7.	A:	Nǐ zhù zai zhèige fàndiàn ma?	Are you staying at this hotel?
	B:	Bù, wǒ bú zhù zai zhèige fàndiàn.	No, I'm not staying at this hotel.

Notes on Nos. 3-7

Něige is the question word "which." In the compound něiguó, you found the bound word něi-, which was attached to the noun guó. In the phrase něige rén, "which person," the bound word něi- is attached to the general counter -ge. (You will learn more about counters in Unit 3. For now, you may think of -ge as an ending which turns the bound word něi- into the full word něige.)

Něige rén/Něiwèi: To be polite when referring to an adult, you say nèiwèi or něiwèi, using the polite counter for people -wèi rather than the general counter -ge, though -ge is used in many informal situations.

Notice that the noun rén is not used directly after -wèi:

Nèiwèi	Měiguo rén	shi shéi?
Něiwèi		zhù zai Mínzú Fàndiàn?

Compare the specifying words "which?" "that," and "this" with the location words you learned in Unit 4 of ORN:

specifying words

něige?	(năge?)	(which?)
nèige	(nàge)	(that)
zhèige	(zhège)	(this)

location words

năr?		(where?)
nàr	(nèr)	(there)
zhèr	(zhàr)	(here)

Both question words are in the Low tone, while the other four words are in the Falling tone.

Many people pronounce the words for "which?" "that," and "this" with the usual vowels for "where?" "there," and "here": năge? nàge, and zhège.

Bù: A short negative answer is usually formed by bù plus a repetition of the verb used in the question. When a verb, like zhù (zai), cannot be repeated, bù is used as a short answer and is followed by a complete answer. Notice that when used by itself bù is in the Falling tone, but when followed by a Falling-tone syllable bù is in the Rising tone.

Bù, tā xiànzai bú zài zhèr.	No, he's not here now.

8. B:	Jiāng Tóngzhì! Nín zǎo.	Comrade Jiāng! Good morning.
A:	Zǎo. Nuòwǎkè Nǚshì! Nín hǎo.	Good morning. Miss Novak! How are you.
B:	Wǒ hěn hǎo.	I'm very well.

Notes on No. 8

Name as greeting: A greeting may consist simply of a person's name: Wáng Tóngzhì! "Comrade Wáng!" The name may also be used with a greeting phrase: Wáng Tóngzhì! Nín zǎo. "Comrade Wáng! Good morning."--or, in reverse order, Nín zǎo. Wáng Tóngzhì! "Good morning. Comrade Wáng!" The name is pronounced as an independent exclamation acknowledging that person's presence and status. It is not de-emphasized like "Comrade Wáng" in the English sentence "Good morning, Comrade Wáng."

Nín zǎo means "good morning"--literally, "you are early." You may also say either nǐ zǎo or simply zǎo.

Nǚshì, "Ms.," is a formal, respectful title for a married or unmarried woman. It is used after a woman's own surname, not her husband's. Traditionally, this title was used for older, educated, and accomplished women.

In the PRC, where people use Tóngzhì, "Comrade," in general only foreign women are referred to and addressed as (so-and-so) Nǚshì. On Taiwan, however, any woman may be called (so-and-so) Nǚshì in a formal context, such as a speech or an invitation.

Nín hǎo: This greeting may be said either with or without a question marker, just as in English we say "How are you?" as a question or "How are you" as a simple greeting.

Nǐ hǎo ma?	How are you?
Nǐ hǎo.	How are you.

Also just as in English, you may respond to the greeting by repeating it rather than giving an answer.

Lǐ Tóngzhì! Nín hǎo.	Comrade Lǐ! How are you.
Nín hǎo. Gāo Tóngzhì!	How are you. Comrade Gāo!

Literally, *hěn* means "very." The word often accompanies adjectival verbs (like *hǎo*, "to be good"), adding little to their meaning. (See also Module 3, Unit 3.)

How to identify yourself: You have now learned several ways to introduce yourself. One simple, direct way is to extend your hand and state your name in Chinese--for instance, *Mǎ Mínglǐ*. Here are some other ways:

Wǒ shi Mǎ Mínglǐ.	I am Mǎ Mínglǐ.
Wǒ xìng Mǎ.	My surname is Mǎ.
Wǒ xìng Mǎ, jiào Mǎ Mínglǐ.	My surname is Mǎ; I am called Mǎ Mínglǐ.
Wǒde Zhōngguo míngzi jiào Mǎ Mínglǐ.	My Chinese name is Mǎ Mínglǐ.

9.	A:	Qǐngwèn, nǐ shi Měiguo nǎrde rén?	May I ask, where are you from in America?
	B:	Wǒ shi Jiāzhōu Jiùjīnshān rén.	I'm from San Francisco, California.

Notes on No. 9

Order of place names: Notice that *Jiāzhōu Jiùjīnshān* is literally "California, San Francisco." In Chinese, the larger unit comes before the smaller. Similarly, in the question *Nǐ shi Měiguo nǎrde rén?* the name of the country comes before the question word *nǎr*, which is asking for a more detailed location. The larger unit is usually repeated in the answer:

Nǐ shi	Shāndōng	nǎr	-de	rén?
Wǒ shi	Shāndōng	Qīngdǎo		rén.

Literally, *Jiùjīnshān* means "Old Gold Mountain." The Chinese gave this name to San Francisco during the Gold Rush days.

DRILLS

A. Response Drill

Respond according to the cues.

1.	Speaker: Tā zhù zai nǎr? (cue) Běijīng Fàndiàn (Where is he/she staying?)	You: Tā zhù zai Běijīng Fàndiàn. (He/she is staying at the Běijīng Hotel.)
2.	Nǐ àiren zhù zai nǎr? Mínzú Fàndiàn (Where is your spouse staying?)	Tā zhù zai Mínzú Fàndiàn. (He/she is staying at the Nationalities Hotel.)
3.	Lǐ Tóngzhì zhù zai nǎr? zhèige fàndiàn (Where is Comrade Lǐ staying?)	Tā zhù zai zhèige fàndiàn. (He/she is staying at this hotel.)
4.	Fāng Tóngzhì zhù zai nǎr? nèige fàndiàn (Where is Comrade Fāng staying?)	Tā zhù zai nèige fàndiàn. (He/she is staying at that hotel.)
5.	Chén Tóngzhì zhù zai nǎr? Běijīng Fàndiàn (Where is Comrade Chén staying?)	Tā zhù zai Běijīng Fàndiàn. (He/she is staying at the Běijīng Hotel.)
6.	Lín Tóngzhì zhù zai nǎr? Mínzú Fàndiàn (Where is Comrade Lín staying?)	Tā zhù zai Mínzú Fàndiàn. (He/she is staying at the Nationalities Hotel.)
7.	Huáng Tóngzhì zhù zai nǎr? zhèige fàndiàn (Where is Comrade Huáng staying?)	Tā zhù zai zhèige fàndiàn. (He/she is staying at this hotel.)

B. Response Drill

Give affirmative responses to all questions.

1.	Speaker: Gāo Nǚshì zhù zai Mínzú Fàndiàn ma? (Is Miss Gāo staying at the Nationalities Hotel?)	You: Shì, tā zhù zai Mínzú Fàndiàn. (Yes, she is staying at the Nationalities Hotel.)
2.	Zhāng Nǚshì zhù zai Běijīng Fàndiàn ma?	Shì, tā zhù zai Běijīng Fàndiàn.

3.	Jiāng Nǚshì zhù zai zhèige fàndiàn ma?	Shì, tā zhù zai zhèige fàndiàn.
4.	Huáng Nǚshì zhù zai nèige fàndiàn ma?	Shì, tā zhù zai nèige fàndiàn.
5.	Wáng Nǚshì zhù zai Běijīng Fàndiàn ma?	Shì, tā zhù zai Běijīng Fàndiàn.
6.	Lín Nǚshì zhù zai Mínzú Fàndiàn ma?	Shì, tā zhù zai Mínzú Fàndiàn.
7	Máo Nǚshì zhù zai zhèige fàndiàn ma?	Shì, tā zhù zai zhèige fàndiàn.

C. Response Drill

Give negative responses to all questions.

1.	Speaker: Jiāng Xiānsheng zhù zai zhège fàndiàn ma? (Is Mr. Jiāng staying at this hotel?)	You: Bú shi, tā bú zhù zai zhège fàndiàn. (No, he isn't staying at this hotel.)
2.	Mǎ Xiānsheng zhù zai nàge fàndiàn ma?	Bú shi, tā bú zhù zai nàge fàndiàn.
3.	Lǐ Xiānsheng zhù zai Guóbīn Dàfàndiàn ma?	Bú shi, tā bú zhù zai Guóbīn Dàfàndiàn.
4.	Zhào Xiānsheng zhù zai Yuánshān Dàfàndiàn ma?	Bú shi, tā bú zhù zai Yuánshān Dàfàndiàn.
5.	Liú Xiānsheng zhù zai Yuánshān Dàfàndiàn ma?	Bú shi, tā bú zhù zai Yuánshān Dàfàndiàn.
6.	Táng Xiānsheng zhù zai nàge fàndiàn ma?	Bú shi, tā bú zhù zai nàge fàndiàn.
7.	Sòng Xiānsheng zhù zai zhège fàndiàn ma?	Bú shi, tā bú zhù zai zhège fàndiàn.

D. Response Drill

Give either a negative or an affirmative response, according to the cues.

1.	Speaker:	Táng Tóngzhì zhù zai zhèige fàndiàn ma? (cue) zhèige fàndiàn (Is Comrade Táng staying at this hotel?)	You: Shì, tā zhù zai zhèige fàndiàn. (Yes, he is staying at this hotel.)
	OR	Mǎ Tóngzhì zhù zai nèige fàndiàn ma? (cue) zhèige fàndiàn (Is Comrade Mǎ staying at this hotel?)	Bú shi, tā bú zhù zai nèige fàndiàn. (No, he isn't staying at that hotel.)
2.	Mǎ Tóngzhì zhù zai nèige fàndiàn ma?	zhèige fàndiàn	Bú shi, tā bú zhù zai nèige fàndiàn.
3.	Lǐ Tóngzhì zhù zai Běijīng Fàndiàn ma?	Běijīng Fàndiàn	Shì tā zhù zai Běijīng Fàndiàn.
4.	Zhào Tóngzhì zhù zai Mínzú Fàndiàn ma?	Běijīng Fàndiàn	Bú shi, tā bú zhù zai Mínzú Fàndiàn.
5.	Liú Tóngzhì zhù zai zhèige fàndiàn ma?	nèige fàndiàn	Bú shi, tā bú zhù zai zhèige fàndiàn.
6.	Jiāng Tóngzhì zhù zai nèige fàndiàn ma?	nèige fàndiàn	Shì, tā zhù zai nèige fàndiàn.
7.	Zhāng Tóngzhì zhù zai Běijīng Fàndiàn ma?	Mínzú Fàndiàn	Bú shi, tā bú zhù zai Běijīng Fàndiàn.

E. Transformation Drill

Change the less polite forms nèige rén and zhèige rén to the more polite forms nèiwèi and zhèiwèi.

1.	Speaker: Nèige rén shi Lǐ Tóngzhì. (That person is Comrade Lǐ.)	You: Nèiwèi shi Lǐ Tóngzhì. (That one is Comrade Lǐ.)
2.	Zhèige rén shi Fāng Tóngzhì.	Zhèiwèi shi Fāng Tóngzhì.
3.	Nèige rén shi Jiāng Tóngzhì.	Nèiwèi shi Jiāng Tóngzhì.

4.	Zhèige rén shi Zhōu Tóngzhì.	Zhèiwèi shi Zhōu Tóngzhì.
5.	Nèige rén shi Zhāng Tóngzhì.	Nèiwèi shi Zhāng Tóngzhì.
6.	Zhèige rén shi Chén Tóngzhì.	Zhèiwèi shi Chén Tóngzhì.
7.	Nèige rén shi Hú Tóngzhì.	Nèiwèi shi Hú Tóngzhì.

F. Response Drill

Respond to něige fàndiàn? "which hotel?" according to the cues.

1.	Speaker: Tā zhù zai něige fàndiàn? (cue) Mínzú Fàndiàn (Which hotel is he/she staying at?)		You: Tā zhù zai Mínzú Fàndiàn. (He/she is staying at the Nationalities Hotel.)
2.	Zhāng Tóngzhì zhù zai něige fàndiàn?	Běijīng Fàndiàn	Tā zhù zai Běijīng Fàndiàn.
3.	Jiāng Tóngzhì zhù zai něige fàndiàn?	nèige fàndiàn	Tā zhù zai nèige fàndiàn.
4.	Wáng Tóngzhì zhù zai něige fàndiàn?	zhèige fàndiàn	Tā zhù zai zhèige fàndiàn.
5.	Huáng Tóngzhì zhù zai něige fàndiàn?	Mínzú Fàndiàn	Tā zhù zai Mínzú Fàndiàn.
6.	Lín Tóngzhì zhù zai něige fàndiàn?	Běijīng Fàndiàn	Tā zhù zai Běijīng Fàndiàn.
7.	Liú Tóngzhì zhù zai něige fàndiàn?	zhèige fàndiàn	Tā zhù zai zhèige fàndiàn.

G. Response Drill

Respond to něige rén? "which person?" with nèige rén, "that person."

1.	Speaker: Qǐngwèn, něige rén shi Wáng Déxián? (May I ask, which person is Wáng Déxián?)	You: Nèige rén shi Wáng Déxián. (That person is Wáng Déxián.)

2.	Qǐngwèn, něige rén shi Zhào Shìmín?	Nèige rén shi Zhào Shìmín.
3.	Qǐngwèn, něige rén shi Lín Bǎolán?	Nèige rén shi Lín Bǎolán.
4.	Qǐngwèn, něige rén shi Gāo Tíngfēng?	Nèige rén shi Gāo Tíngfēng.
5.	Qǐngwèn, něige rén shi Zhāng Wǎnrú?	Nèige rén shi Zhāng Wǎnrú.
6.	Qǐngwèn, něige rén shi Hú Měilíng?	Nèige rén shi Hú Měilíng.
7.	Qǐngwèn, něige rén shi Sòng Zhìyuǎn?	Nèige rén shi Sòng Zhìyuǎn.

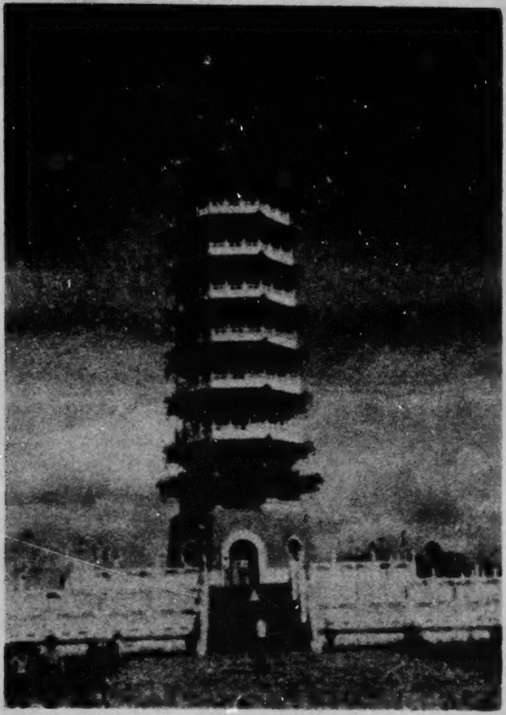
H. Transformation Drill

Ask the appropriate "which" or "where" question according to the statements.

1.	Speaker:	Tā lǎojiā zài Qǐngdǎo. (His/her family is from Qǐngdǎo.)	You: Tā lǎojiā zài nǎr? (Where is his/her family from?)
	OR	Tā xiànzài zài Jiānádà. (He/she is in Canada now.)	Tā xiànzài zài nǎr? (Where is he/she now?)
	OR	Tā zhù zai Běijīng Fàndiàn. (He/she is staying at the Běijīng Hotel.)	Tā zhù zai něige fàndiàn? (In which hotel is he/she staying?)
2.		Tā xiànzài zài Shāndōng. (He/she is in Shāndōng now.)	Tā xiànzài zài nǎr? (Where is he/she now?)
3.		Tā zhù zai Mínzú Fàndiàn. (He/she is staying at the Nationalities Hotel.)	Tā zhù zai něige fàndiàn? (In which hotel is he/she staying?)
4.		Tā lǎojiā zài Húběi. (His/her family is from Húběi.)	Tā lǎojiā zài nǎr? (Where is his/her family from?)
5.		Tā xiànzài zài Měiguó. (He/she is in America now.)	Tā xiànzài zài nǎr? (Where is he/she now?)

6. Tā zhù zai zhèige fàndiàn. (He/she is staying at this hotel.)
Tā zhù zai něige fàndiàn? (In which hotel is he/she staying?)

7. Tā lǎojiā zài Guǎngdōng. (His/her family is from Guǎngdōng.)
Tā lǎojiā zài nǎr? (Where is his/her family from?)



Pagoda in central Taiwan
(courtesy of Thomas Madden)

UNIT 2

INTRODUCTION

Topics Covered in This Unit

1. Where people are staying (houses).
2. Where people are working.
3. Addresses.
4. The marker de.
5. The marker ba.
6. The prepositional verb zài.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 2D-1 tape.

REFERENCE LIST

(in Taipei)

1.	A:	Nĭ zhù zai náli?	Where are you staying?
	B:	Wŏ zhù zai Guóbīn Dàfàndiàn.	I'm staying at the Ambassador Hotel.
2.	A:	Nĭ zhù zai náli?	Where are you staying?
	B:	Wŏ zhù zai zhèli.	I'm staying here.
	A:	Tā ne?	How about him?
	B:	Tā zhù zai nàli.	He is staying there.
3.	A:	Nĭ zhù zai náli?	Where are you staying?
	B:	Wŏ zhù zai péngyou jiā.	I'm staying at a friend's house.
4.	A:	Nĭ péngyou jiā zài náli?	Where is your friend's house?
	B:	Tā jiā zài Dàlĭ Jiē.	His house is on Dàlĭ Street.
5.	A:	Nĭ péngyoude dìzhĭ shi...?	What is your friend's address?
	B:	Tāde dìzhĭ shi Dàlĭ Jiē Sìshièrhào.	His address is No. 42 Dàlĭ Street.
6.*	A:	Nĭ shi Wèi Shàoxiào ba?	You are Major Weiss, aren't you?
	B:	Shìde.	Yes.
7.**	A:	Nà shi Guóbīn Dàfàndiàn ba?	That is the Ambassador Hotel, isn't it?
	B:	Shìde.	Yes.
8.	A:	Nĭ péngyou xiànzài zài náli gōngzuò?	Where does your friend work now?
	B:	Tā zài Táinán gōngzuò.	He works in Tainan.
9.*	A:	Nĭ zài náli gōngzuò?	Where do you work?
	B:	Wŏ zài Wŭguānchù gōngzuò.	I work at the defense attache's office.
10.**	A:	Nĭ zài náli gōngzuò?	Where do you work?
	B:	Wŏ zài yĭnháng gōngzuò.	I work at a bank.

11.*	A:	Nĭ péngyou zài Táibĕi gōngzuò ma?	Does your friend work in Taipei?
	B:	Tā bú zài Táibĕi gōngzuò; tā zài Táizhōng gōngzuò.	He doesn't work in Taipei; he works in Taichung.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

12.	lŭ	road

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*This exchange occurs on the C-1 tape only.
**This exchange occurs on the P-1 tape only.

VOCABULARY

ba	(question marker expressing supposition of what answer will be)
dàfàndiàn	hotel
-de	(possessive marker)
dìzhĭ	address
gōngzuò	to work
Guóbīn Dàfàndiàn	Ambassador Hotel
-hào	number (in addresses)
jiā	home, house
jiē	street
lù	road
nà-	that
nàge	that (one)
náli	where
nàli	there
péngyou	friend
shàoxiào	major (military title)
Shìde.	Yes, that's so.
Wŭguānchù	defense attache's office
yínháng	bank
zài	to be in/at/on (prepositional verb)
zhè-	this
zhège	this (one)
zhèli	here

(introduced on C-2, P-2, and drill tapes)

Dìyī Dàfàndiàn	First Hotel
Mĕiguo Guójì Jiāoliú Zŏngshŭ	U.S. International Communications Agency
Mĕiguo Yínháng	Bank of America
Táiwān Yínháng	Bank of Taiwan
yóuzhèngjú	post office

REFERENCE NOTES

1.	A:	Nĭ zhù zai náli?	Where are you staying?
	B:	Wŏ zhù zai Guóbīn Dàfàndiàn.	I'm staying at the Ambassador Hotel.
2.	A.	Nĭ zhù zai náli?	Where are you staying?
	B:	Wŏ zhù zai zhèli.	I'm staying here.
	A:	Tā ne?	How about him?
	B:	Tā zhù zai nàli.	He is staying there.

Notes on Nos. 1-2

The word *guóbīn* actually refers to any official state guest, not just an ambassador. (The word for "ambassador" is *dàshĭ*.) The translation "Ambassador Hotel" has been used for years by that hotel and, although inaccurate, has been retained in this text.

Dàfàndiàn means "great hotel" or "grand hotel." It is commonly used in the names of Taiwan and Hong Kong hotels.

Náli, *nàli*, and *zhèli* are common variants of *năr*, *nàr*, and *zhèr* in non-Peking dialects of Standard Chinese. The forms with *r* are Peking dialect forms. Compare:

Peking	Other	
năr?	náli?	(where?)
nàr	nàli	(there)
zhèr	zhèli	(here)

Notice the difference in tone between *năr* and *náli*. This is because -*li* has a basic Low tone, and the first of two adjoining Low-tone syllables changes to a Rising tone: *nă* + -*lĭ* = *náli*

3.	A:	Nĭ zhù zai náli?	Where are you staying?
	B:	Wŏ zhù zai péngyou jiā.	I'm staying at a friend's house.
4.	A:	Nĭ péngyou jiā zài náli?	Where is your friend's house?
	B:	Tā jiā zài Dàlĭ Jiē.	His house is on Dàlĭ Street.

Note on Nos. 3-4

The possessive relationships in péngyou jiā, "friend's house," nǐ péngyou jiā, "your friend's house," and tā jiā, "his house," are unmarked, while the English must include -'s or the possessive form of the pronoun ("your," "his"). In Chinese, possessive relationships may be expressed by simply putting the possessor in front of the possessed when the relationship between the two is particularly close, like the relationship between a person and his home, family, or friends.

5.	A:	Nǐ péngyoude dìzhǐ shi...?	What's your friend's address?
	B:	Tāde dìzhǐ shi Dàlǐ Jiē Sìshièrhào.	His address is No. 42 Dàlǐ Street.

Notes on No. 5

Péngyoude dìzhǐ: The marker -de in this phrase is just like the English possessive ending -'s. With the exception of close relationships, this is the usual way to form the possessive in Chinese.

nǐ	péngyou	-de	dìzhǐ
(your	friend	's	address)

Unlike the English -'s ending, -de is also added to pronouns.

wǒde	(my)
nǐde	(your)
tāde	(his/her)

You are learning possessive phrases in which the marker -de is used (tāde dìzhǐ) and some possessive phrases which do not contain -de (nǐ péngyou jiā). There are certain reasons for the inclusion or omission of -de. If a close relationship exists between the possessor and the possessed, the marker -de might not be used. If a phrase is long and complex, as Lǐ Xiānsheng péngyoude tàitai, the marker -de is used to separate the possessor from the possessed.

short or simple

nǐ	jiā
wǒ	péngyou

long or complex

Hú Měilíng	-de	lǎojiā
nǐ péngyou	-de	dìzhǐ
Lǐ Xiānsheng péngyou	-de	tàitai

But these are not hard and fast rules. The use or omission of -de is not determined solely by the number of syllables in a phrase or by the closeness between the possessor and the possessed, although both of these considerations do play a big part in the decision.

While some common nouns are usually used without -de before them, most nouns are more likely to be preceded by -de, and many even require it. Dìzhǐ, "address," is the only noun you have learned which REQUIRES the possessive marker -de added to the possessor. But other nouns such as jiā are not always preceded by -de. This is also the case with nouns indicating personal relationships, like fùmǔ, "father," and tàitai, "wife." Péngyou, "friend," xuésheng, "student," and lǎoshī, "student," are commonly used without -de, but may also be used with the marker.

You might expect the question Nǐ péngyoude dìzhǐ shi...? to be completed with a word such as shénme, "what." However, the incomplete form given in this exchange, with the voice trailing off, inviting completion, is also commonly used.

Addresses: The order in which addresses are given in Chinese is the reverse of that used in English. In Chinese, the order is from the general to the specific: country, province or state, city, street name, street number.

-hào: A street number is always given with the bound word -hào, "number," after it.*

6.	A:	Nǐ shi Wèi Shàoxiào ba?	You are Major Weiss, aren't you?
	B:	Shìde.	Yes.
7.	A:	Nèi shi Guóbīn Dàfàndiàn ba?	That is the Ambassador Hotel, isn't it?
	B:	Shìde.	Yes.

Notes on Nos. 6-7

Ba is a marker for a question which expresses the speaker's supposition as to what the answer will be. It is the type of question which asks for a confirmation from the listener.

There are three ways to translate the two questions in exchanges 6 and 7 into English:

Nǐ shi Wèi Shàoxiào ba?	Aren't you Major Weiss? You are Major Weiss, aren't you? You must be Major Weiss.

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*The word dì- is sometimes translated "number," as in dìyī, "number one." (See resource module on Numbers, tape 4.)

Nèi shi Guóbīn Dàfàndiàn?	Isn't that the Ambassador Hotel? That is the Ambassador Hotel, isn't it? That must be the Ambassador Hotel.

Each translation reflects a different degree of certainty on the part of the speaker. (While the differences in certainty are expressed in English by variation in wording, they can be expressed in Chinese by intonation.) You will probably find that the "isn't it"/"aren't you" translation fits most situations.

The short answer shìde is an expanded form of the short answer shì, with the same meaning: "Yes, that's so." Shìde is also the word used for the "yes" in the military "Yes, sir."

Nà (nèi): In the subject position, nà (nèi), "that," and zhè (zhèi), "this," may be used either as free words or as bound words, with -ge following. Compare:

Nà		shi Guóbīn Dàfàndiàn.
(That		is the Ambassador Hotel.)
Nà	-ge	shi Guóbīn Dàfàndiàn.
(That	one	is the Ambassador Hotel.)

However, the question form nǎ- (něi-) is a bound word.

Nǎge (fàndiàn) shi Guóbīn Dàfàndiàn?	Which one (hotel) is the Ambassador Hotel?

8.	A:	Nǐ péngyou xiànzài zài náli gōngzuò?	Where does your friend work now?
	B:	Tā zài Táinán gōngzuò.	He works in Tainan.
9.	A:	Nǐ zài náli gōngzuò?	Where do you work?
	B:	Wǒ zài Wǔguānchù gōngzuò.	I work at the defense attache's office.
10.	A:	Nǐ zài náli gōngzuò?	Where do you work?
	B:	Wǒ zài yínháng gōngzuò.	I work at a bank.
11.	A:	Nǐ péngyou zài Táiběi gōngzuò ma?	Does your friend work in Taipei?
	B:	Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.	He doesn't work in Taipei; he works in Taichung.

Notes on Nos. 8-11

Wǔguānchù, "defense attache's office," literally means "military attache's office."

Zài...gōngzuò: Compare these two sentences:

Tā	zài	Táinán.
(He	is in	Tainan.)

Tā	zài	Táinán	gōngzuò.
(He	in	Tainan	works.)

The sentence *Tā zài Táinán gōngzuò* seems to have two verbs: *zài*, "to be in/at/on," and *gōngzuò*, "to work." But there is only one verb in the translation: "He works in Tainan." The translation reflects the fact that *zài* loses its full verb status in this sentence and plays a role like that of the English preposition "in." The *zài* phrase in Chinese, like the "in" phrase in English, gives more information about the main verb *gōngzuò*; that is, it tells where the action takes place. "He works," and the work takes place "in Tainan." In sentences like this, the word *zài* is a prepositional verb. Most relationships expressed by prepositions in English are expressed by prepositional verbs in Chinese.

You have also seen *zài* used as a prepositional verb in the sentence *Nǐ zhù zài nǎli?* "Where do you live?"--literally, "You live at where?" Notice that in this sentence the prepositional verb phrase *zài nǎli* comes after the main verb *zhù*. In the sentence *Nǐ zài nǎli gōngzuò?* the prepositional verb phrase *zài nǎli* comes before the main verb *gōngzuò*. Many things, such as stress, contrast, and other objects in the sentence, can influence the order of the prepositional verb phrase and the main verb. In some cases, either order may be used, as in *Nǐ zài nǎli zhù?* or *Nǐ zhù zài nǎli?* In other cases, the word order is fixed, as in *Nǐ zài nǎli gōngzuò?* For text examples, it will be pointed out whether or not the word order may be changed, and the reasons will be given.

Tā bú zài Táiběi gōngzuò, "He doesn't work in Taipei": In this sentence, the negative adverb *bù* comes before the prepositional verb *zài* (which starts the complete predicate *zài Táiběi gōngzuò*), not before the main verb *gōngzuò*. This makes sense, for you are not saying "He does NOT WORK," but you are saying "He does NOT work IN TAIPEI."

Tā			gōngzuò.
Tā	bù		gōngzuò.
Tā		zài Táiběi	gōngzuò.
Tā	bú	zài Táiběi	gōngzuò.

DRILLS

A. Response Drill

1.	**Speaker**: Lǐ Xiānsheng zhù zai nǎli? (cue) Guóbīn Dàfàndiàn (Where is Mr. Lǐ staying?)	**You**: Tā zhù zai Guóbīn Dàfàndiàn. (He is staying at the Ambassador Hotel.)
2.	Gāo Xiānsheng zhù zai nǎli? Yuánshān Dàfàndiàn	Tā zhù zai Yuánshān Dàfàndiàn.
3.	Yáng Xiānsheng zhù zai nǎli? Dìyī Dàfàndiàn	Tā zhù zai Dìyī Dàfàndiàn.
4.	Táng Xiānsheng zhù zai nǎli? zhèli	Tā zhù zai zhèli.
5.	Sīmǎ Xiānsheng zhù zai nǎli? péngyou jiā	Tā zhù zai péngyou jiā.
6.	Liú Xiānsheng zhù zai nǎli? nàli	Tā zhù zai nàli.
7.	Wáng Xiānsheng zhù zai nǎli? Dìyī Dàfàndiàn	Tā zhù zai Dìyī Dàfàndiàn.

B. Response Drill

1.	**Speaker**: Tā péngyou jiā zài nǎli? (cue) Bóài Lù (Where is his/her friend's house?)	**You**: Tā jiā zài Bóài Lù. (His/her house is on Bóài Road.)
2.	Lǐ Xiānsheng jiā zài nǎli? Dūnhuà Lù	Tā jiā zài Dūnhuà Lù.
3.	Wáng Xiānsheng jiā zài nǎli? Nóngān Jiē	Tā jiā zài Nóngān Jiē.
4.	Hé Xiānsheng jiā zài nǎli? Dàlǐ Jiē	Tā jiā zài Dàlǐ Jiē.
5.	Bāo Xiānsheng jiā zài nǎli? Nánjīng Lù	Tā jiā zài Nánjīng Lù.
6.	Mǎ Xiānsheng jiā zài nǎli? Zhōngshān Lù	Tā jiā zài Zhōngshān Lù.

7.	Lín Xiānsheng jiā zài náli? Zhèjiāng Jiē	Tā jiā zài Zhèjiāng Jiē.

C. Response Drill

According to each cue, respond with the appropriate street number on Dàlĭ Jiē.

1.	Speaker: Nĭ péngyoude dìzhĭ shi...? (cue) 42hào (What is your friend's address?)	You: Tāde dìzhĭ shi Dàlĭ Jiē Sìshièrhào. (His/her address is No. 42 Dàlĭ Street.)
2.	Nĭ péngyoude dìzhĭ shi...? 40hào	Tāde dìzhĭ shi Dàlĭ Jiē Sìshihào.
3.	Nĭ péngyoude dìzhĭ shi...? 95hào	Tāde dìzhĭ shi Dàlĭ Jiē Jiŭshiwŭhào.
4.	Nĭ péngyoude dìzhĭ shi...? 26hào	Tāde dìzhĭ shi Dàlĭ Jiē Èrshiliùhào.
5.	Nĭ péngyoude dìzhĭ shi...? 77hào	Tāde dìzhĭ shi Dàlĭ Jiē Qīshiqíhào.
6.	Nĭ péngyoude dìzhĭ shi...? 68hào	Tāde dìzhĭ shi Dàlĭ Jiē Liùshibáhào.
7.	Nĭ péngyoude dìzhĭ shi...? 44hào	Tāde dìzhĭ shi Dàlĭ Jiē Sìshisìhào.

D. Response Drill

Give the appropriate Táiwān street addresses according to the cues.

1.	Speaker: Nĭ péngyoude dìzhĭ shi...? (cue) Dàlĭ Jiē 42hào (What is your friend's address?)	You: Tāde dìzhĭ shi Dàlĭ Jiē Sìshièrhào. (His/her address is No. 42 Dàlĭ Street.)
2.	Nĭ péngyoude dìzhĭ shi...? Bóài Lù 94hào	Tāde dìzhĭ shi Bóài Lù Jiŭshisìhào.

3.	Nĭ péngyoude dìzhĭ shi...? Dūnhuà Lù 55hào	Tāde dìzhĭ shi Dūnhuà Lù Wŭshiwŭhào.
4.	Nĭ péngyoude dìzhĭ shi...? Nóngān Jiē 75hào	Tāde dìzhĭ shi Nóngān Jiē Qīshiwŭhào.
5.	Nĭ péngyoude dìzhĭ shi...? Dàlĭ Jiē 42hào	Tāde dìzhĭ shi Dàlĭ Jiē Sìshièrhào.
6.	Nĭ péngyoude dìzhĭ shi...? Dūnhuà Lù 55hào	Tāde dìzhĭ shi Dūnhuà Lù Wŭshiwŭhào.
7.	Nĭ péngyoude dìzhĭ shi...? Bóài Lù 94hào	Tāde dìzhĭ shi Bóài Lù Jiŭshisìhào.

E. Transformation Drill

1.	Speaker: Mă Tàitai jiā zài Dàlĭ Jiē Sìshièrhào. (Mrs. Mă's house is at No. 42 Dàlĭ Street.)	You: Tāde dìzhĭ shi Dàlĭ Jiē Sìshièrhào. (His/her address is No. 42 Dàlĭ Street.)
2.	Zhào Tàitai jiā zài Bóài Lù Jiŭshisìhào.	Tāde dìzhĭ shi Bóài Lù Jiŭshisìhào.
3.	Lĭ Tàitai jiā zài Dūnhuà Lù Wŭshiwŭhào.	Tāde dìzhĭ shi Dūnhuà Lù Wŭshiwŭhào.
4.	Hé Tàitai jiā zài Nóngān Jiē Qīshiwŭhào.	Tāde dìzhĭ shi Nóngān Jiē Qīshiwŭhào.
5.	Bāo Tàitai jiā zài Dàlĭ Jiē Sìshièrhào.	Tāde dìzhĭ shi Dàlĭ Jiē Sìshièrhào.
6.	Wáng Tàitai jiā zài Bóài Lù Jiŭshisìhào.	Tāde dìzhĭ shi Bóài Lù Jiŭshisìhào.
7.	Lín Tàitai jiā zài Dūnhuà Lù Wŭshiwŭhào.	Tāde dìzhĭ shi Dūnhuà Lù Wŭshiwŭhào.

F. Transformation Drill

Change each ma question to a ba question.

1.	Speaker: Nín shi Wèi Shàoxiào ma? (Are you Major Weiss?)	You: Nín shi Wèi Shàoxiào ba? (You are Major Weiss, aren't you?)
2.	Tā shi Zhāng Shàoxiào ma?	Tā shi Zhāng Shàoxiào ba?
3.	Nín shi Huáng Xiǎojiě ma?	Nín shi Huáng Xiǎojiě ba?
4.	Nà shi Guóbīn Dàfàndiàn ma?	Nà shi Guóbīn Dàfàndiàn ba?
5.	Zhè shi Dìyī Dàfàndiàn ma?	Zhè shi Dìyī Dàfàndiàn ba?
6.	Nàwèi shi Wáng Tàitai ma?	Nàwèi shi Wáng Tàitai ba?
7.	Nà shi Yuánshān Dàfàndiàn ma?	Nà shi Yuánshān Dàfàndiàn ba?

G. Response Drill

1.	Speaker: Tā zài náli gōngzuò? (Where does he/she work?)	(cue) Táiběi	You: Tā zài Táiběi gōngzuò. (He/she works in Taipei.)
2.	Tā zài náli gōngzuò?	Táinán	Tā zài Táinán gōngzuò.
3.	Tā zài náli gōngzuò?	Táizhōng	Tā zài Táizhōng gōngzuò.
4.	Tā zài náli gōngzuò?	Gāoxióng	Tā zài Gāoxióng gōngzuò.
5.	Tā zài náli gōngzuò?	Jīlóng	Tā zài Jīlóng gōngzuò.
6.	Tā zài náli gōngzuò?	Táiběi	Tā zài Táiběi gōngzuò.
7.	Tā zài náli gōngzuò?	Táizhōng	Tā zài Táizhōng gōngzuò

H. Response Drill

1.	Speaker: Tā zài yóuzhèngjǘ gōngzuò ma? (Does he/she work at the post office?)	You: Duì le, tā zài yóuzhèngjǘ gōngzuò. (Yes, he/she works at the post office.)
2.	Tā zài Wǔguānchù gōngzuò ma?	Duì le, tā zài Wǔguānchù gōngzuò.
3.	Tā zài yínháng gōngzuò ma?	Duì le, tā zài yínháng gōngzuò.
4.	Tā zài Měiguo Yínháng gōngzuò ma?	Duì le, tā zài Měiguo Yínháng gōngzuò.
5.	Tā zài Táiwān Yínháng gōngzuò ma?	Duì le, tā zài Táiwān Yínháng gōngzuò.
6.	Tā zài Wǔguānchù gōngzuò ma?	Duì le, tā zài Wǔguānchù gōngzuò.
7.	Tā zài yóuzhèngjǘ gōngzuò ma?	Duì le, tā zài yóuzhèngjǘ gōngzuò.

I. Transformation Drill

Add xiànzài, "now," to each statement.

1.	Speaker: Zhōu Xiānsheng zài Táiběi gōngzuò. (Mr. Zhōu works in Taipei.)	You: Zhōu Xiānsheng xiànzài zài Táiběi gōngzuò. (Mr. Zhōu is working in Taipei now.)
2.	Zhāng Xiānsheng zài Táizhōng gōngzuò.	Zhāng Xiānsheng xiànzài zài Táizhōng gōngzuò.
3.	Hú Xiǎojiě zài Táinán gōngzuò.	Hú Xiǎojiě xiànzài zài Táinán gōngzuò.
4.	Mǎ Xiǎojiě zài Gāoxióng gōngzuò.	Mǎ Xiǎojiě xiànzài zài Gāoxióng gōngzuò.
5.	Zhāo Xiānsheng zài Jīlóng gōngzuò.	Zhāo Xiānsheng xiànzài zài Jīlóng gōngzuò.
6.	Chén Xiānsheng zài Táiběi gōngzuò.	Chén Xiānsheng xiànzài zài Táiběi gōngzuò.
7.	Jiāng Xiǎojiě zài Gāoxióng gōngzuò.	Jiāng Xiǎojiě xiànzài zài Gāoxióng gōngzuò.

J. Transformation Drill

Make each statement negative by changing zài to bú zài.

1.	Speaker: Hú Tóngzhì zài Bĕijīng gōngzuò. (Comrade Hú works in Bĕijīng.)	You: Hú Tóngzhì bú zài Bĕijīng gōngzuò. (Comrade Hú doesn't work in Bĕijīng.)
2.	Lĭ Tóngzhì zài Nánjīng gōngzuò.	Lĭ Tóngzhì bú zài Nánjīng gōngzuò.
3.	Tā zài Qīngdăo gōngzuò.	Tā bú zài Qīngdăo gōngzuò.
4.	Lín Tóngzhì zài Guăngzhōu gōngzuò.	Lín Tóngzhì bú zài Guăngzhōu gōngzuò.
5.	Zhào Tóngzhì zài Shànghăi gōngzuò.	Zhào Tóngzhì bú zài Shànghăi gōngzuò.
6.	Chén Tóngzhì zài Qīngdăo gōngzuò.	Chén Tóngzhì bú zài Qīngdăo gōngzuò.
7.	Huáng Tóngzhì zài Bĕijīng gōngzuò.	Huáng Tóngzhì bú zài Bĕijīng gōngzuò.

K. Response Drill

Give negative responses to the questions, adding correct information according to the cues.

1.	Speaker: Hú Xiăojiĕ zài Táibĕi gōngzuò ma? (cue) Táinán (Does Miss Hú work in Taipei?)	You: Tā bú zài Táibĕi gōngzuò; tā zài Táinán gōngzuò. (She doesn't work in Taipei; she works in Tainan.)
2.	Lĭ Tàitai zài Táizhōng gōngzuò ma? Jīlóng	Tā bú zài Táizhōng gōngzuò; tā zài Jīlóng gōngzuò.
3.	Mă Xiānsheng zài zhèli gōngzuò ma? Gāoxióng	Tā bú zài zhèli gōngzuò; tā zài Gāoxióng gōngzuò.
4.	Tā zài Wŭguānchù gōngzuò ma? Mĕiguo Yínháng	Tā bú zài Wŭguānchù gōngzuò; tā zài Mĕiguo Yínháng gōngzuò.
5.	Tā zài yóuzhèngjǘ gōngzuò ma? Táiwān Yínháng	Tā bú zài yóuzhèngjǘ gōngzuò; tā zài Táiwān Yínháng gōngzuò.

6.	Lín Xiānsheng zài nàli gōngzuò ma? zhèli	Tā bú zài nàli gōngzuò; tā zài zhèli gōngzuò.
7.	Liú Xiǎojiě zài Táiběi gōngzuò ma? Táizhōng	Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.

L. Response Drill

Give an affirmative or negative response according to each cue.

1.	Speaker: Tā zài Táiběi gōngzuò ma? (cue) Táiběi (Does he/she work in Taipei?)	You: Duì le, tā zài Táiběi gōngzuò. (Yes, he/she works in Taipei.)
OR	Tā zài Táiběi gōngzuò ma? (cue) Táinán (Does he/she work in Taipei?)	Tā bú zài Táiběi gōngzuò; tā zài Táinán gōngzuò. (He/she doesn't work in Taipei; he/she works in Tainan.)
2.	Tā zài Táizhōng gōngzuò ma? Jīlóng	Tā bú zài Táizhōng gōngzuò; tā zài Jīlóng gōngzuò.
3.	Tā zài zhèli gōngzuò ma? zhèli	Duì le, tā zài zhèli gōngzuò.
4.	Tā zài yóuzhèngjǘ gōngzuò ma? Táiwān Yínháng	Tā bú zài yóuzhèngjǘ gōngzuò; tā zài Táiwān Yínháng gōngzuò.
5.	Tā zài Wǔguānchù gōngzuò ma? zhèli	Tā bú zài Wǔguānchù gōngzuò; tā zài zhèli gōngzuò.
6.	Tā zài Měiguo Yínháng gōngzuò ma? Měiguo Yínháng	Duì le, tā zài Měiguo Yínháng gōngzuò.

UNIT 3

INTRODUCTION

Topics Covered in This Unit

1. Members of a family.
2. The plural ending -men.
3. The question word jĭ- "how many."
4. The adverb dōu "all."
5. Several ways to express "and."

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 3D-1 tape.

REFERENCE LIST

(in Taipei)

1.	A:	Nǐmen yǒu háizi ma?	Do you have any children?
	B:	Yǒu, wǒmen yǒu.	Yes, we have.
2.	B:	Liú Xiānsheng yǒu Měiguo péngyou ma?	Does Mr. Liú have any American friends?
	A:	Tā méiyou Měiguo péngyou.	He doesn't have any American friends.
	A:	Tā yǒu Yīngguo péngyou.	He has English friends. OR He has an English friend.
3.	A:	Nǐmen yǒu jǐge háizi?	How many children do you have?
	B:	Wǒmen yǒu sānge háizi.	We have three children.
4.	A:	Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?	How many boys and how many girls do you have?
	B:	Wǒmen yǒu liǎngge nánháizi, yíge nǚháizi.	We have two boys and one girl.
5.	B:	Shi nánháizi, shi nǚháizi?	Are they boys or girls?
	A:	Tāmen dōu shi nǚháizi.	All of them are girls.
6.	B:	Hú Xiānsheng, Hú Tàitai ne? Tāmen yǒu jǐge háizi?	How about Mr. and Mrs. Hú? How many children do they have?
	A:	Tāmen yǒu liǎngge háizi.	They have two children.
	B:	Shi nánháizi, shi nǚháizi?	Are they boys or girls?
	A:	Dōu shi nǚháizi.	Both of them are girls.
7.	A:	Nǐmen háizi dōu zài zhèli ma?	Are all your children here?
	B:	Bù, liǎngge zài zhèli, yíge hái zài Měiguó.	No. Two are here, and one is still in America.
8.	A:	Nǐ jiāli yǒu shénme rén?	What people are (there) in your family?
	B:	Yǒu wǒ tàitai gēn sānge háizi.	There's my wife and three children.
9.	B:	Nǐ jiāli yǒu shénme rén?	What people are (there) in your family?
	A:	Jiù yǒu wǒ fùqin, mǔqin.	Just my father and mother.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

10.	zhǐ	only
11.	dìdi	younger brother
12.	gēge	older brother
13.	jiějie	older sister
14.	mèimei	younger sister
15.	xiōngdì	brothers
16.	jiěmèi	sisters
17.	xiōngdì jiěmèi	brothers and sisters
18.	fùmǔ	parents
19.	zǔfù	paternal grandfather
20.	zǔmǔ	paternal grandmother
21.	wàizǔfù	maternal grandfather
22.	wàizǔmǔ	maternal grandmother
23.	bàba	papa, dad, father
24.	māma	momma, mom, mother

VOCABULARY

bàba	papa, dad, father
dìdi	younger brother
dōu	all, both
fùmŭ	parents
fùqin	father
gēge	older brother
gēn	and
hái	still, yet
háizi	children, child
jĭ-	how many
jiāli	family
jiĕjie	older sister
jiĕmèi	sisters
jĭge	how many
jiù	only, just
liăng-	two
māma	momma, mom, mother
méi	not, not to have
mèimei	younger sister
méiyou	not to have, there is not
-men	(plurel suffix)
mŭqin	mother
nán-	male
nánháizi	boy
nĭmen	you (plural)
nü̆-	female
nü̆háizi	girl
tāmen	they, them
wàizŭfù	maternal grandfather
wàizŭmŭ	maternal grandmother
wŏmen	we, us
xiōngdì	brothers
xiōngdì jiĕmèi	brothers and sisters
yŏu	to have, there is
zhĭ	only
zŭfù	paternal grandfather
zŭmŭ	paternal grandmother

(introduced in Communication Game)

yíng le	(I've) won

REFERENCE NOTES

1.	A: Nǐmen yǒu háizi ma?	Do you have any children?
	B: Yǒu, wǒmen yǒu.	Yes, we have.

Notes on No. 1

The plural pronouns are formed by adding -men to the singular pronouns.

singular

wǒ	(I)
nǐ	(you)
tā	(he/she)

plural

wǒmen	(we)
nǐmen	(you)
tāmen	(they)

(You have already seen these pronoun forms used as possessives: "my," "our," etc. Later you will find that they are also used as objects: "me," "us," etc.)

Háizi: Chinese nouns have the same form for singular and plural. Háizi may be either "child" or "children."* Usually the context will make clear whether a noun should be translated as singular or as plural, but not always. Chinese does not require that the matter be pinned down to the same extent that English does. Wǒmen yǒu háizi is a perfectly good sentence, even though the only accurate translation is the clumsy "We have one or more children." We would prefer to have enough information to translate it either as "We have a child" or as "We have children." At times this ambiguity is an advantage. When you ask Nǐmen yǒu háizi ma? you do not, after all, know whether you are referring to one child or to more than one child. To cover both bets in the same way in English, we have to say "Do you have any children?"

2.	B: Liú Xiānsheng yǒu Měiguo péngyou ma?	Does Mr. Liú have any American friends?
	A: Tā méiyou Měiguo péngyou.	He doesn't have any American friends.
	A: Tā yǒu Yīngguo péngyou.	He has English friends. OR He has an English friend.

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*A few nouns referring to people may be made explicitly plural by adding -men: háizimen can only be "children."

Note on No. 2

Méiyou: All the verbs discussed so far form the negative with bù, with the single exception of yǒu, "to have," which has the irregular negative form méiyou.

3.	A:	Nǐmen yǒu jǐge háizi?	How many children do you have?
	B:	Wǒmen yǒu sānge háizi.	We have three children.
4.	A:	Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?	How many boys and how many girls do you have?
	B:	Wǒmen yǒu liǎngge nánháizi, yíge nǚháizi.	We have two boys and one girl.

Notes on Nos. 3-4

In Peking speech, jǐ-, "how many," is usually used only when the number expected in an answer is about 10 or less. In many other parts of China, speakers use jǐ- no matter how large a number is expected in the answer.

Counters: In Chinese, a noun cannot be counted or specified (i.e., used with něi-, "which," nèi-, "that," zhèi-, "this") without the addition of a bound word, a counter, to indicate the sort of thing being specified or counted. English has a few such counters, as "head" in "how many head of cattle" and "loaves" in "seven loaves of bread."

The counter used in a particular instance depends on the noun being specified or counted. Many nouns have special counters. You have already learned the polite counter for persons, -wèi. Other special counters refer in some way to the kind of thing the noun represents. The word for "hotel," for instance, has a special counter -jiā, "house," used for counting or specifying business establishments.

The general counter -ge is used with nouns that do not have special counters. For example, there is no special counter for the word pùbù, "waterfall," so you would say yíge pùbù, "one waterfall." You have already found the general counter -ge in specifying expressions such as něige háizi, "which child," and zhèige fàndiàn, "this hotel."

You may find that, in colloquial speech, nouns that have special counters are sometimes used with -ge anyway, but this tendency is looked down upon by many speakers.

Here are the numbers 1 through 10 with the counter -ge:

yíge, liǎngge, sānge, sìge, wǔge, liùge, qíge, báge, jiǔge, shíge

The number 2 has a special form before a counter: liǎng-. Notice that the words for 1, 7, and 8 have Rising tones before -ge, because -ge is basically a Falling-tone syllable. (See also Unit 5, notes on No. 9 and No. 10.)

Nán-, nǚ-: The bound words nán-, "male," and nǚ-, "female," are often used in compounds; for example, nánpéngyou, "boyfriend," and nǚtóngzhì, "(woman) Comrade."

"And": In Chinese, a word for "and" is not needed between parallel phrases like liǎngge nánháizi, yíge nǚháizi, "two boys, (and) one girl." A pause is usual between the two phrases, but even the pause is sometimes omitted.

5.	B:	Shi nánháizi, shi nǚháizi?	Are they boys or girls?
	A:	Tāmen dōu shi nǚháizi.	All of them are girls.
6.	B:	Hú Xiānsheng, Hú Tàitai ne? Tāmen yǒu jǐge háizi?	How about Mr. and Hrs. Hú? How many children do they have?
	A:	Tāmen yǒu liǎngge háizi.	They have two children.
	B:	Shi nánháizi, shi nǚháizi?	Are they boys or girls?
	A:	Dōu shi nǚháizi.	Both of them are girls.
7.	A:	Nǐmen háizi dōu zài zhèli ma?	Are all your children here?
	B:	Bù, liǎngge zài zhèli, yíge hái zài Měiguó.	No. Two are here, and one is still in America.

Notes on Nos. 5-7

Shi nánháizi, shi nǚháizi? In Chinese, an "or" question (i.e., a question asking which of two alternatives is true) may be asked simply by stating the two alternatives with a pause between. In this kind of "or" question, the verb must appear in each alternative. (You will learn other ways of making "or" questions in later modules.)

Dōu may usually be translated in a sentence as "all (of)," or, if it refers to only two things, as "both (of)." Literally, dōu means "in all cases," "uniformly," "entirely," "completely." Since it is an adverb, it must be placed after the subject of a sentence and before the verb (like the adverb yě, "also").

8.	A:	Nǐ jiāli yǒu shénme rén?	What people are (there) in your family?
	B:	Yǒu wǒ tàitai gēn sānge háizi.	There's my wife and three children.
9.	B:	Nǐ jiāli yǒu shénme rén?	What people are (there) in your family?
	A:	Jiù yǒu wǒ fùqin, mǔqin.	Just my father and mother.

Notes on Nos. 8-9

Literally, the phrase nǐ jiāli means "in your home" (jiā, "home"; -lǐ, "in"). In this sentence it is extended to mean "the people in your home," that is, "your family."

Nǐ jiāli - yǒu - shénme rén? Phrase by phrase, this question is: "In your family - there are - what people?" The word "family" can be taken to mean either all your relatives or only those living in your household.

By itself, the verb yǒu means "to be," "to exist." You have now seen it translated two ways: 1) as "have," with a personal subject: Wǒmen yǒu sānge háizi. "We have three children." 2) as "there is/are," in the so-called impersonal construction: Nǐ jiāli yǒu shénme rén? "What people are (there) in your family?"

In exchange 8, the verb yǒu in the answer is translated as "there's." Some English speakers may find this translation too colloquial. The answer can also be translated just by listing the family members, with no verb in the English, as was done in exchange 9. Chinese almost always keeps the verb in the answer to a question, while English tends to leave it out.

How to say "and": Chinese has several words for "and." Gēn is the word for "and" when joining nouns or noun phrases. Yě is the word for "and" when joining verbs, verb phrases, or whole sentences:

Wǒ bú xìng Lǐ, yě bú xìng Lǔ. Wǒ xìng Lǚ.
(I'm not surnamed Lǐ, and I'm not surnamed Lǔ. I'm surnamed Lǚ.)

Chinese tends to use a word for "and" when the noun phrases being joined are not parallel and not to use one when the phrases are parallel:

NOT PARALLEL

Yǒu	wǒ (possessor)	tàitai (noun)	gēn	sānge (number)	háizi. (noun)	(There's my wife and three children.)

PARALLEL

Yǒu	liǎngge (number)	nánháizi (noun)	,	yíge (number)	nǚháizi. (noun)	(There are two boys and one girl.)

While "and" is often omitted in Chinese, it may be added for emphasis between nouns and between noun phrases--just as in English.

Jiù, "only," "just," is an adverb (like yě and dōu). The use of jiù to mean "only" is probably mostly confined to the Peking dialect.* Speakers from other parts of the country will not necessarily use jiù to mean "only" or understand it as such. A more widely used and understood word for "only" is zhǐ. Thus the answer in exchange 9 could also be Zhǐ yǒu wǒ fùqin, mǔqin.

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*Jiù has several other meanings, which will be presented to you as you continue through this course.

Notes on Additional Required Vocabulary

Chinese is much more precise than English in its terms for family members. There is not just one word for "brother" or "sister" but words for "older brother," "younger brother," "older sister," and "younger sister."

	older	younger
(brother)	gēge	dìdi
(sister)	jiějie	mèimei

(brothers)	xiōngdì
(sisters)	jiěmèi

When referring to both older and younger sisters, the term jiěmèi is used. When referring to both older and younger brothers, the term xiōngdì is used. When referring to sisters and brothers, the phrase xiōngdì jiěmèi is used.

Chinese also distinguishes between grandparents on the father's side of the family and grandparents on the mother's side:

	father's side	mother's side
(grandfather)	zǔfù	wàizǔfù
(grandmother)	zǔmǔ	wàizǔmǔ

The syllable wài- in wàizǔfù and wàizǔmǔ literally means "outer" or "outside."

DRILLS

A. Response Drill

Give affirmative answers, using yǒu.

1.	Speaker: Tā yǒu Měiguo péngyou ma? (Does he/she have any American friends?)	You: Yǒu, tā yǒu Měiguo péngyou. (Yes, he/she has some American friends.)
2.	Tā yǒu Zhōngguo péngyou ma? (Does he/she have Chinese friends?)	Yǒu, tā yǒu Zhōngguo péngyou. (Yes, he/she has Chinese friends.)
3.	Tā yǒu Déguo péngyou ma? (Does he/she have German friends?)	Yǒu, tā yǒu Déguo péngyou. (Yes, he/she has German friends.)
4.	Tā yǒu Rìběn péngyou ma? (Does he/she have Japanese friends?)	Yǒu, tā yǒu Rìběn péngyou. (Yes, he/she has Japanese friends.)
5.	Tā yǒu Jiānádà péngyou ma? (Does he/she have Canadian friends?)	Yǒu, tā yǒu Jiānádà péngyou. (Yes, he/she has Canadian friends.)
6.	Tā yǒu Èguo péngyou ma? (Does he/she have Russian friends?)	Yǒu, tā yǒu Èguo péngyou. (Yes, he/she has Russian friends.)
7.	Tā yǒu Yīngguo péngyou ma? (Does he/she have English friends?)	Yǒu, tā yǒu Yīngguo péngyou. (Yes, he/she has English friends.)

B. Response Drill

Give affirmative answers, using yǒu.

1.	Speaker: Tā yǒu gēge ma? (Does he/she have an older brother?)	You: Yǒu, tā yǒu gēge. (Yes, he/she has an older brother.)
2.	Tā yǒu jiějie ma?	Yǒu, tā yǒu jiějie.
3.	Tā yǒu dìdi ma?	Yǒu, tā yǒu dìdi.

4.	Tā yǒu mèimei ma?	Yǒu, tā yǒu mèimei.
5.	Tāmen yǒu háizi ma?	Yǒu, tāmen yǒu háizi.
6.	Tāmen yǒu nánháizi ma?	Yǒu, tāmen yǒu nánháizi.
7.	Tāmen yǒu nǚháizi ma?	Yǒu, tāmen yǒu nǚháizi.

C. Response Drill

Give negative answers, using méiyou.

1.	Speaker: Zhāng Xiānsheng yǒu jiějie ma? (Does Mr. Zhāng have an older sister?)	You: Méiyou, Zhāng Xiānsheng méiyou jiějie. (No, Mr. Zhāng doesn't have an older sister.)
2.	Wáng Xiānsheng yǒu nǚháizi ma?	Méiyou, Wǎng Xiānsheng měiyou nǚháizi.
3.	Lín Xiānsheng yǒu mèimei ma?	Méiyou, Lín Xiānsheng méiyou mèimei.
4.	Tā tàitai yǒu gēge ma?	Méiyou, tā tàitai méiyou gēge.
5.	Huáng Xiǎojiě yǒu dìdi ma?	Méiyou, Huáng Xiǎojiě méiyou dìdi.
6.	Mǎ Xiānsheng Mǎ Tàitai yǒu háizi ma?	Méiyou, Mǎ Xiānsheng Mǎ Tàitai méiyou háizi.
7.	Yáng Tàitai yǒu nánháizi ma?	Méiyou, Yáng Tàitai méiyou nánháizi.

D. Response Drill

Give a negative or affirmative response to each question according to the cue.

1.	Speaker: Nǐ yǒu dìdi ma? (cue) yǒu (Do you have a younger brother?)	You: Yǒu, wǒ yǒu dìdi. (Yes, I have a younger brother.)
OR	Nǐ yǒu dìdi ma? (cue) méiyou (Do you have a younger brother?)	Méiyou, wǒ méiyou dìdi. (No, I don't have a younger brother.)

2.	Tā yǒu mèimei ma? méiyou	Méiyou, tā méiyou mèimei.
3.	Wáng Tóngzhì yǒu gēge ma? méiyou	Méiyou, Wáng Tóngzhì méiyou gēge.
4.	Tāmen yǒu háizi ma? yǒu	Yǒu, tāmen yǒu háizi.
5.	Guō Tóngzhì yǒu Yīngguo péngyou ma? méiyou	Méiyou, Guō Tóngzhì méiyou Yīngguo péngyou.
6.	Chén Xiānsheng yǒu Fàguo péngyou ma? yǒu	Yǒu, Chén Xiānsheng yǒu Fàguo péngyou.

E. Transformation Drill

Change each ma question to a jǐ question.

1.	Speaker: Tāmen yǒu háizi ma? (Do they have children?)	You: Tāmen yǒu jǐge háizi? (How many children do they have?)
2.	Wáng Xiānsheng yǒu jiějie ma?	Wáng Xiānsheng yǒu jǐge jiějie?
3.	Tāmen yǒu nánháizi ma?	Tāmen yǒu jǐge nánháizi?
4.	Nǐmen yǒu nǚháizi ma?	Nǐmen yǒu jǐge nǚháizi?
5.	Fāng Xiǎojiě yǒu gēge ma?	Fāng Xiǎojiě yǒu jǐge gēge?
6.	Zhào Tàitai yǒu dìdi ma?	Zhào Tàitai yǒu jǐge dìdi?
7.	Tā yǒu Zhōngguo péngyou ma?	Tā yǒu jǐge Zhōngguo péngyou?

F. Response Drill

Respond to the questions according to the cues.

1.	Speaker: Zhāng Tóngzhì yǒu jǐge háizi? (cue) 2 (How many children does Comrade Zhāng have?)	You: Zhāng Tóngzhì yǒu liǎngge háizi. (Comrade Zhāng has two children.)
2.	Zhào Tóngzhì yǒu jǐge nǚháizi? 1	Zhào Tóngzhì yǒu yíge nǚháizi.

3.	Chén Tóngzhì yǒu jǐge nánháizi? 3	Chén Tóngzhì yǒu sānge nánháizi.
4.	Jiāng Tóngzhì yǒu jǐge Měiguo péngyou? 5	Jiāng Tóngzhì yǒu wǔge Měiguo péngyou.
5.	Fāng Tóngzhì yǒu jǐge mèimei? 1	Fāng Tóngzhì yǒu yíge mèimei.
6.	Wáng Xiānsheng yǒu jǐge Zhōngguo péngyou? 2	Wáng Xiānsheng yǒu liǎngge Zhōngguo péngyou.
7.	Tā yǒu jǐge gēge? 3	Tā yǒu sānge gēge.

G. Expansion Drill

Add the cues to the questions.

1.	Speaker: Tā yǒu jǐge nánháizi? (cue) nǚháizi (How many sons does he/she have?)	You: Tā yǒu jǐge nánháizi, jǐge nǚháizi? (How many sons and how many daughters does he/she have?)
2.	Huáng Xiānsheng yǒu jǐge Měiguo péngyou? Fàguo péngyou	Huáng Xiānsheng yǒu jǐge Měiguo péngyou, jǐge Fàguo péngyou?
3.	Lǐ Tàitai yǒu jǐge gēge? dìdi	Lǐ Tàitai yǒu jǐge gēge, jǐge dìdi?
4.	Sūn Xiǎojiě yǒu jǐge jiějie? mèimei	Sūn Xiǎojiě yǒu jǐge jiějie, jǐge mèimei?
5.	Tāmen yǒu jǐge Yīngguo péngyou? Déguo péngyou	Tāmen yǒu jǐge Yīngguo péngyou, jǐge Déguo péngyou?
6.	Sòng Xiānsheng yǒu jǐge nánháizi? nǚháizi	Sòng Xiānsheng yǒu jǐge nánháizi, jǐge nǚháizi?
7.	Tā yǒu jǐge gēge? jiějie	Tā yǒu jǐge gēge, jǐge jiějie?

H. Response Drill

Use 1) jiù + the number and 2) méiyou to answer each question.

1.	**Speaker**: Tā yǒu jǐge nánháizi, jǐge nǚháizi? (cue) 2 (How many sons and how many daughters does he/she have?)	**You**: Tā jiù yǒu liǎngge nánháizi, méiyou nǚháizi. (He/she has only two sons, no daughters.)
2.	Lǐ Xiānsheng yǒu jǐge gēge, jǐge jiějie? 1	Tā jiù yǒu yíge gēge, méiyou jiějie.
3.	Zhāng Xiǎojiě yǒu jǐge jiějie, jǐge mèimei? 2	Tā jiù yǒu liǎngge jiějie, méiyou mèimei.
4.	Zhōu Tàitai yǒu jǐge gēge, jǐge dìdi? 1	Tā jiù yǒu yíge gēge, méiyou dìdi.
5.	Hú Xiānsheng yǒu jǐge dìdi, jǐge mèimei? 2	Tā jiù yǒu liǎngge dìdi, méiyou mèimei.
6.	Tā yǒu jǐge Fàguo péngyou, jǐge Déguo péngyou? 2	Tā jiù yǒu liǎngge Fàguo péngyou, méiyou Déguo péngyou.
7.	Tāmen yǒu jǐge nánháizi, jǐge nǚháizi? 1	Tāmen jiù yǒu yíge nánháizi, méiyou nǚháizi.

I. Response Drill

1.	**Speaker**: Tā yǒu jǐge nánháizi, jǐge nǚháizi? (cue) 2, 3 (How many sons and how many daughters does he/she have?)	**You**: Tā yǒu liǎngge nánháizi, sānge nǚháizi. (He/she has two sons and three daughters.)
2.	Zhōu Tóngzhì yǒu jǐge gēge, jǐge dìdi? 1, 2	Zhōu Tóngzhì yǒu yíge gēge, liǎngge dìdi.
3.	Zhāng Tóngzhì yǒu jǐge jiějie, jǐge mèimei? 3, 1	Zhāng Tóngzhì yǒu sānge jiějie, yíge mèimei.
4.	Tāmen yǒu jǐge Zhōngguo péngyou, jǐge Rìběn péngyou? 5, 1	Tāmen yǒu wǔge Zhōngguo péngyou, yíge Rìběn péngyou.

5. Chén Tóngzhì yǒu jǐge Yīngguo péngyou, jǐge Déguo péngyou? 3, 2	Chén Tóngzhì yǒu sānge Yīngguo péngyou, liǎngge Déguo péngyou.
6. Liú Tóngzhì yǒu jǐge nánháizi, jǐge nǚháizi? 2, 2	Liú Tóngzhì yǒu liǎngge nánháizi, liǎngge nǚháizi.
7. Tā yǒu jǐge jiějie, jǐge gēge? 1, 3	Tā yǒu yíge jiějie, sānge gēge.

J. Response Drill

The speaker will ask you two questions for each exchange. Use the number cue to answer the first question. Answer the second question with dōu and the first alternative.

1. Speaker: Qǐngwèn, tāmen yǒu jǐge háizi? (cue) 2 (May I ask, how many children do they have?)	You: Tāmen yǒu liǎngge háizi. (They have two children.)
Shì nánháizi, shi nǚháizi? (Are they boys or girls?)	Dōu shi nánháizi. (Both of them are boys.)
2. Qǐngwèn, tā yǒu jǐge xiōngdì? 3	Tā yǒu sānge xiōngdì.
Shi gēge, shi dìdi?	Dōu shi gēge.
3. Qǐngwèn, tā yǒu jǐge jiěmèi? 2	Tā yǒu liǎngge jiěmèi.
Shi jiějie, shi mèimei?	Dōu shi jiějie.
4. Qǐngwèn, tā yǒu jǐge Zhōngguo péngyou? 4	Tā yǒu sìge Zhōngguo péngyou.
Shi nánpéngyou, shi nǚpéngyou?	Dōu shi nánpéngyou.
5. Qǐngwèn, tā yǒu jǐge Měiguo péngyou? 2	Tā yǒu liǎngge Měiguo péngyou.
Shi nánpéngyou, shi nüpéngyou?	Dōu shi nánpéngyou.
6. Qǐngwèn, tā yǒu jǐge háizi? 3	Tā yǒu sānge háizi.
Shi nánháizi, shi nǚháizi?	Dōu shi nánháizi.
7. Qǐngwèn, tāmen yǒu jǐge háizi? 5	Tāmen yǒu wǔge háizi.
Shi nánháizi, shi nǚháizi?	Dōu shi nánháizi.

K. Substitution Drill

1.	Speaker: Qǐngwèn, nǐmen jiāli yǒu shénme rén? (cue) tāmen	You: Qǐngwèn, tāmen jiāli yǒu shénme rén?
2.	Qǐngwèn, tāmen jiāli yǒu shénme rén? Fāng Xiānsheng	Qǐngwèn, Fāng Xiānsheng jiāli yǒu shénme rén?
3.	Qǐngwèn, Fāng Xiānsheng jiāli yǒu shénme rén? Zhāng Xiǎojiě	Qǐngwèn, Zhāng Xiǎojiě jiāli yǒu shénme rén?
4.	Qǐngwèn, Zhāng Xiǎojiě jiāli yǒu shénme rén? Lǐ Mínglǐ	Qǐngwèn, Lǐ Mínglǐ jiāli yǒu shénme rén?
5.	Qǐngwèn, Lǐ Mínglǐ jiāli yǒu shénme rén? nǐ gēge	Qǐngwèn, nǐ gēge jiāli yǒu shénme rén?
6.	Qǐngwèn, nǐ gēge jiāli yǒu shénme rén? nǐ péngyou	Qǐngwèn, nǐ péngyou jiāli yǒu shénme rén?
7.	Qǐngwèn, nǐ péngyou jiāli yǒu shénme rén?	

L. Expansion Drill

Add the cue and gēn to each sentence.

1.	Speaker: Tā yǒu yíge háizi. (cue) tàitai (He/she has one child.)	You: Yǒu tā tàitai gēn yíge háizi. (There's his wife and one child.)
2.	Hú Xiānsheng yǒu yíge mèimei. mǔqin	Yǒu tā mǔqin gēn yíge mèimei.
3.	Lǐ Xiǎojiě yǒu liǎngge dìdi. jiějie	Yǒu tā jiějie gēn liǎngge dìdi.
4.	Liú Xiānsheng yǒu yíge nǚháizi. mǔqin	Yǒu tā mǔqin gēn yíge nǚháizi.
5.	Lín Tàitai yǒu sānge nánháizi. xiānsheng	Yǒu tā xiānsheng gēn sānge nánháizi.
6.	Tā yǒu yíge jiějie. fùqin	Yǒu tā fùqin gēn yíge jiějie.
7.	Wáng Xiānsheng yǒu sìge háizi. tàitai	Yǒu tā tàitai gēn sìge háizi.

M. Response Drill

1.	Speaker: Tāmen háizi dōu zài zhèli ma? (cue) Měiguó (Are all of their children here?)	You: Bù, yíge zài zhèli, yíge hái zài Měiguó. (No. One is here, and one is still in America.)
2.	Tā gēge, jiějie dōu zài zhèli ma? Jiāzhōu	Bù, yíge zài zhèli, yíge hái zài Jiāzhōu.
3.	Tā Měiguo péngyou dōu zài zhèli ma? Táizhōng	Bù, yíge zài zhèli, yíge hái zài Táizhōng.
4.	Tā dìdi, mèimei dōu zài Zhōngguo ma? Dézhōu	Bù, yíge zài Zhōngguo, yíge hái zài Dézhōu.
5.	Wáng Xiānshengde háizi dōu zài Dézhōu ma? Jiāzhōu	Bù, yíge zài Dézhōu, yíge hái zài Jiāzhōu.
6.	Nèi liǎngwèi Xiānsheng dōu zài Shànghǎi ma? Qīngdǎo	Bù, yíge zài Shànghǎi, yíge hái zài Qīngdǎo.
7.	Tāmen háizi dōu zài Xiānggǎng ma? Měiguó	Bù, yíge zài Xiānggǎng, yíge hái zài Měiguó.

UNIT 4

INTRODUCTION

Topics Covered in This Unit

1. Arrival and departure times.
2. The marker le.
3. The shi...de construction.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 4D-1 tape.

REFERENCE LIST

(in Bĕijīng)

1.	A:	Nĭ àiren lái ma?	Is your wife coming?
	B:	Tā lái.	She is coming.
2.	A:	Nĭ àiren lái le ma?	Has your wife come?
	B:	Lái le, tā lái le.	Yes, she has come.
3.	A:	Nĭ àiren yĕ lái le ma?	Has your wife come too?
	B:	Tā hái méi lái.	She hasn't come yet.
4.	A:	Tā shénme shíhou lái?	When is she coming?
	B:	Tā míngtiān lái.	She is coming tomorrow.
5.	A:	Nĭ péngyou shénme shíhou dào?	When is your friend arriving?
	B:	Tā yĭjīng dào le.	He has already arrived.
6.	A:	Tā shi shénme shíhou dàode?	When did she arrive?
	B:	Tā shi zuótiān dàode.	She arrived yesterday.
7.	A:	Nĭ shi yíge rén láide ma?	Did you come alone?
	B:	Bú shi, wŏ bú shi yíge rén láide.	No, I didn't come alone.
8.	A:	Nĭ shénme shíhou zŏu?	When are you leaving?
	B:	Wŏ jīntiān zŏu.	I'm leaving today.
9.	A:	Nĭ nĕitiān zŏu?	What day are you leaving?
	B:	Wŏ jīntiān zŏu.	I'm leaving today.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

10.	hòutiān	the day after tomorrow
11.	qiántiān	the day before yesterday
12.	tiāntiān	every day

13.	érzi	son
14.	nǚér	daughter

VOCABULARY

dào	to arrive
érzi	son
hòutiān (hòutian)	the day after tomorrow
jīntiān (jīntian)	today
lái	to come
le	(combined le: new-situation and completion marker)
míngtiān (míngtian)	tomorrow
něitiān	what day
nǚér	daughter
qiántiān (qiántian)	the day before yesterday
shénme shíhou	when
shi...de	(focus construction)
-tiān	day
tiāntiān	every day
yíge rén	singly, alone
yǐjīng (yǐjing)	already
zǒu	to leave
zuótiān (zuótian)	yesterday

(introduced on C-2 and P-2 tapes)

jiéhūn	to get married, to be married
méi jiéhūn	not to be married

(introduced in Communication Game)

kěshi	but
xiǎng	to think, to think that

REFERENCE NOTES

1. A:	Nǐ àiren lái ma?	Is your wife coming?
B:	Tā lái.	She is coming.

Notes on No. 1

These sentences refer to future time, but lái is not a future-tense form. Strictly speaking, Chinese verbs do not have tenses. The same form of the verb can be used in present, past, and future contexts.

We translated the sentence Tā zài Táinán gōngzuò as "He works in Tainan," assuming a present context. But in a past context we could translate it as "He worked in Tainan"; and in a future context we could translate it as "He will work in Tainan." The verb form gōngzuò does not tell you what time is being talked about. You have to look elsewhere for that information, perhaps to a time expression like "last year" or "now" or "tomorrow," or to the conversational setting.

2. A:	Nǐ àiren lái le ma?	Has your wife come?
B:	Lái le, tā lái le.	Yes, she has come.

Notes on No. 2

Aspect: Le is an aspect marker. Through the use of le and other one-syllable markers (de, zhe, ne, guo), the Chinese language indicates whether the occurrence being talked about is completed, ongoing, about to occur, or experienced for the first time. Aspect markers may also be used to indicate whether the whole situation in the sentence is a new, changed situation.

"Completion" and "new situation" are not tenses but aspects. Aspect is a way of talking about events or activities in relation to time. While tenses categorize action in terms of features such as completedness and change. Aspect markers are very different from tense markers because the same aspect may be used in past, present, and future contexts. We may speak of an action that will be completed as of a future time, for example, or of a situation that was new as of a past time. English communicates these ideas to a certain extent through the use of many different tenses for the verb (future perfect, simple past, etc.). Chinese does this through the use of aspect markers and time words. The verbs themselves do not change form.

Le is used in exchange 2 to indicate two aspects--completion and new situation. (It is, however, often used to indicate only one aspect.) Here, it indicates that the person has come, meaning that the action is completed, and that the person is now here, a changed situation. When the marker le refers to both these aspects, we call it "combined le." Combined le can be thought of as a telescoping of the completion le followed by a new-situation le: le le becomes le. In the next two units, you will see the marker le used to indicate each of these aspects separately.

3. A:	Nǐ àiren yě lái le ma?	Has your wife come too?
B:	Tā hái méi lái.	She hasn't come yet.

Notes on No. 3

Negative of combined le: Compare these affirmative and negative forms:

affirmative			lái		(is coming)
negative		bù	lái		(isn't coming)

affirmative			lái	le	(has come [now])
negative	hái	méi(you)	lái		(hasn't come [yet])

Notice that the marker le does not appear in the negative answer in the exchange.

Hái: The negative of a sentence containing combined le will include the adverb hái, "yet," as well as the negative méi(you). In English, the "yet" is frequently left out.

Like other adverbs such as yě, hái always precedes the verb, although not always directly. Elements such as the negatives bù and méi may come between an adverb and a verb.

Méiyou, "not have," is used to negate the aspect of completion; that is, to say that a certain event did not take place. Méiyou may be shortened to méi. Here are three possible negative answers to the question Tā lái le ma? "Has he come?"

Tā	hái	méiyou	lái.	(He hasn't come yet.)
Tā	hái	méi	lái.	(He hasn't come yet.)
	Hái	méiyou.		(Not yet.)

4. A: Tā shénme shíhou lái? — When is she coming?
   B: Tā míngtiān lái. — She is coming tomorrow.

5. A: Nǐ péngyou shénme shíhou dào? — When is your friend arriving?
   B: Tā yǐjing dào le. — He has already arrived.

Note on Nos. 4-5

Position of time words: Time phrases occupy the same position in a sentence as adverbs such as yě and hái--between the subject and the verb.

Tā	shénme shíhou	lái?		(When is she coming?)
Tā	míngtiān	lái.		(She is coming tomorrow.)
Tā	yě	lái	le.	(She has come too.)

6. A: Tā shi shénme shíhou dàode? — When did she arrive?
   B: Tā shi zuótiān dàode. — She arrived yesterday.

7. A: Nǐ shi yíge rén láide ma? — Did you come alone?
   B: Bú shi, wǒ bú shi yíge rén láide. — No, I didn't come alone.

Notes on Nos. 6-7

(Shi)...de:* This is another way to indicate the aspect of completion. The aspect marker le and the pattern (shi)...de perform different functions and convey different meanings. This is how they are different:

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*On occasion, a speaker may omit the shi (which is why it is written in parentheses in these notes).

The aspect marker le or its negative méi(you) is used when the center of interest is whether or not an action took place. For example, if you do not know whether Mr. Sūn came or not, you would ask

Tā láile méiyou?	Did he come?

and you would be answered either

Tā láile.	He came.

or

Tā méi lái.	He didn't come.

In this question and answer, you use le or its negative méi(you) because the focus is on whether the action took place or not.

The purpose of the (shi)...de construction, on the other hand, is to focus on additional information about a completed action; that is, the construction is used when the center of interest is NOT whether or not a certain action took place. For example, once it has been established that Mr. Sūn did in fact come, the (shi)...de construction will probably be used for any additional questions and answers about his coming. For example:

Tā shi shénme shíhou láide?	When did he come?
Tā shi zuótiān láide.	He came yesterday.
Tā shi yíge rén láide ma?	Did he come alone?
Tā shi yíge rén láide.	He came alone.

These questions and answers use the (shi)...de construction because you already know that Mr. Sūn came and now you are asking for additional information about his visit. Many types of additional information can be focus points for which the (shi)...de construction is used. In Tā shi shénme shíhou láide? the additional information is the time when something happens. In Tā shi yíge rén láide ma? the information asked for is the manner in which something takes place. Other possible focus points are place, cause of action, goal of action, and performer of action.

Now let's take a look at how shi and de function separately in this construction. The verb shi, coming before the phrase which is the center of interest, serves as a signal that what follows is emphasized. The verb "to be" is often used in a similar way in English to mark the center of interest:

Tā shi zuótiān láide ma?	Was it yesterday that he came?

Another way of showing the center of interest in English is by word stress. Here is a comparison between focusing in Chinese with (shi)...de and focusing in English with stress:

Tā lái le ma?	Has he come?
Lái le.	Yes, he has.
Tā shi zuótiān láide ma?	Did he come YESTERDAY?
Shì, tā shi zuótiān láide.	Yes, YESTERDAY.

The marker *de* coming after the verb indicates completion. When the marker *de* is not used in the sentence, that sentence no longer describes a completed event. The marker *shi* by itself emphasizes something about the action. Compare these sentences:

Tā shi jīntiān lái.	She is coming (later) today.
Tā shi jīntiān láide.	She came (earlier) today.

For the time being, you will not use *shi* without *de*.

The negative form of the *(shi)...de* construction is *bú shi...de*. Compare this with the negatives you have already learned:

Tā		shi	zuótiān		lái	-de.	(It was YESTERDAY that he came.)
Tā	bú	shi	zuótiān		lái	-de.	(It wasn't YESTERDAY that he came.)

Tā					lái	le.	(He has come.)
Tā			hái	méi	lái.		(He hasn't come.)

Tā			(míngtiān)		lái.		(He is coming [tomorrow].)
Tā			(míngtiān)	bù	lái.		(He isn't coming [tomorrow].)

Notice that in a *shi...de* construction the negative *bù* precedes the verb *shi* rather than the main verb. Short answers are also formed with *shi* rather than with the main verb:

Nǐ shi yíge rén láide ma?	Did you come alone?
Shì, wǒ shi yíge rén láide.	*Yes*, I came alone.
Bú shì, wǒ bú shi yíge rén láide.	*No*, I didn't come alone.

The *(shi)...de* construction is not used in every completed-action sentence containing a time, place, or manner phrase. If the center of interest is still whether or not the action took place, *le* is used. If, for example, you knew that someone was expected to come yesterday and you wanted to find out only whether he actually did come, the conversation might go as follows:

A:	Tā zuótiān méi lái ma?	Didn't he COME yesterday?
B:	Tā zuótiān lái le.	He DID COME yesterday.

Literally, yíge rén means "one person." When the expression is used to describe how someone does something, translate it as "alone."

8.	A:	Nĭ shénme shíhou zŏu?	When are you leaving?
	B:	Wŏ jīntiān zŏu.	I'm leaving today.
9.	A:	Nĭ nĕitiān zŏu?	What day are you leaving?
	B:	Wŏ jīntiān zŏu.	I'm leaving today.

Note on Nos. 8-9

The word for "day" is the bound word -tiān. To ask "what day" (literally "which day"), the bound word nĕi-, "which," is combined with the bound word -tiān, "day": nĕitiān (like nĕiguó, "which country").

nĕitiān?	(what day?/which day?)
qiántiān	(day before yesterday)
zuótiān	(yesterday)
jīntiān	(today)
míngtiān	(tomorrow)
hòutiān	(day after tomorrow)

Some speakers say the -tiān in these words in the Neutral tone: qiántian, zuótian, jīntian, míngtian, hòutian.

DRILLS

A. Transformation Drill

1.	Speaker: Nǐ àiren lái ma? (Is your spouse coming?)	You: Nǐ àiren lái le ma? (Has your spouse come?)
2.	Nǐ fùmǔ zǒu ma?	Nǐ fùmǔ zǒu le ma?
3.	Nǐ péngyou zǒu ma?	Nǐ péngyou zǒu le ma?
4.	Nǐ gēge zǒu ma?	Nǐ gēge zǒu le ma?
5.	Nǐ jiějie lái ma?	Nǐ jiějie lái le ma?
6.	Nǐ mèimei lái ma?	Nǐ mèimei lái le ma?
7.	Nǐ dìdi zǒu ma?	Nǐ dìdi zǒu le ma?

B. Transformation Drill

1.	Speaker: Tā lái le ma? (Has he/she come?)	You: Tā yǐjīng lái le ma? (Has he/she already come?)
2.	Máo Tóngzhì dào le ma?	Máo Tóngzhì yǐjīng dào le ma?
3.	Lǐ Tóngzhì zǒu le ma?	Lǐ Tóngzhì yǐjīng zǒu le ma?
4.	Mǎ Tóngzhì zǒu le ma?	Mǎ Tóngzhì yǐjīng zǒu le ma?
5.	Zhāng Tóngzhì lái le ma?	Zhāng Tóngzhì yǐjīng lái le ma?
6.	Huáng Tóngzhì dào le ma?	Huáng Tóngzhì yǐjīng dào le ma?
7.	Sūn Tóngzhì zǒu le ma?	Sūn Tóngzhì yǐjīng zǒu le ma?

C. Response Drill

1.	**Speaker**: Tā lái le ma? (Has he/she come?)	**You**: Tā hái méi lái. (He/she hasn't come yet.)
2.	Wáng Tóngzhì zǒu le ma?	Tā hái méi zǒu.
3.	Lǐ Tóngzhì dào le ma?	Tā hái méi dào.
4.	Hé Tóngzhì lái le ma?	Tā hái méi lái.
5.	Zhào Tóngzhì lái le ma?	Tā hái méi lái.
6.	Liú Tóngzhì zǒu le ma?	Tā hái méi zǒu.
7.	Sūn Tóngzhì lái le ma?	Tā hái méi lái.

D. Response Drill

1.	**Speaker**: Tā zǒu le ma? (Has he/she left?) Tā àiren ne? (And his/her spouse?)	**You**: Zǒu le, tā yǐjīng zǒu le. (Yes, he/she has already left.) Tā àiren yě yǐjīng zǒu le. (His/her spouse has already left too.)
2.	Tā lái le ma? Tā àiren ne?	Lái le, tā yǐjīng lái le. Tā àiren yě yǐjīng lái le.
3.	Tā dào le ma? Tā àiren ne?	Dào le, tā yǐjīng dào le. Tā àiren yě yǐjīng dào le.
4.	Lǐ Tóngzhì zǒu le ma? Tā gēge ne?	Zǒu le, tā yǐjīng zǒu le. Tā gēge yě yǐjīng zǒu le.
5.	Wáng Tóngzhì lái le ma? Tā àiren ne?	Lái le, tā yǐjīng lái le. Tā àiren yě yǐjīng lái le.
6.	Zhào Xiānsheng dào le ma? Tā dìdi ne?	Dào le, tā yǐjīng dào le. Tā dìdi yě yǐjīng dào le.
7.	Zhāng Tóngzhì zǒu le ma? Chén Tóngzhì ne?	Zǒu le, tā yǐjīng zǒu le. Chén Tóngzhì yě yǐjīng zǒu le.

E. Response Drill

1.	Speaker: Tā lái le ma? (Has he/she come?)	You: Tā hái méi lái. (He/she hasn't come yet.)
	Tā àiren ne? (And his/her spouse?)	Tā àiren yě hái méi lái. (His/her spouse hasn't come yet either.)
2.	Tā zǒu le ma?	Tā hái méi zǒu.
	Tā àiren ne?	Tā àiren yě hái méi zǒu.
3.	Tā dào le ma?	Tā hái méi dào.
	Tā àiren ne?	Tā àiren yě hái méi dào.
4.	Fāng Nǚshì lái le ma?	Fāng Nǚshì hái méi lái.
	Tā dìdi ne?	Tā dìdi yě hái méi lái.
5.	Lǐ Xiānsheng dào le ma?	Lǐ Xiānsheng hái méi dào.
	Tā fùmǔ ne?	Tā fùmǔ yě hái méi dào.
6.	Chén Tóngzhì zǒu le ma?	Chén Tóngzhì hái méi zǒu.
	Jiāng Tóngzhì ne?	Jiāng Tóngzhì yě hái měi zǒu.
7.	Tā mǔqin dào le ma?	Tā mǔqin hái méi dào.
	Tā jiějie ne?	Tā jiějie yě hái méi dào.

F. Response Drill

Give an affirmative response to the first question in each exchange, and include hái and méi in your response to second question.

1.	Speaker: Tā zǒu le ma? (Has he/she left?)	You: Tā yǐjīng zǒu le. (He/she has already left.)
	Tā àiren ne? (And his/her spouse?)	Tā àiren hái méi zǒu. (His/her spouse hasn't left yet.)
2.	Tā lái le ma?	Tā yǐjīng lái le.
	Tā àiren ne?	Tā àiren hái méi lái.
3.	Tā dào le ma?	Tā yǐjīng dào le.
	Tā àiren ne?	Tā àiren hái méi dào.

4. Wáng Xiānsheng zǒu le ma?	Wáng Xiānsheng yǐjīng zǒu le.
Tā mǔqin ne?	Tā mǔqin hái méi zǒu.
5. Qián Tóngzhì lái le ma?	Qián Tóngzhì yǐjīng lái le.
Jiāng Tongzhì ne?	Jiāng Tóngzhì hái méi lái.
6. Máo Nǚshì dào le ma?	Máo Nǚshì yǐjīng dào le.
Tā mèimei ne?	Tā mèimei hái méi dào.
7. Zēng Fūren zǒu le ma?	Zēng Fūren yǐjīng zǒu le.
Tā mǔqin ne?	Tā mǔqin hái méi zǒu.

G. Response Drill

1. **Speaker**: Tā lái le ma? (Has he/she come?)	**You**: Tā hái méi lái. (He/she hasn't come yet.)
Tā àiren ne? (And his/her spouse?)	Tā àiren yǐjīng lái le. (His/her spouse has already come.)
2. Tā zǒu le ma?	Tā hái méi zǒu.
Tā àiren ne?	Tā àiren yǐjīng zǒu le.
3. Tā dào le ma?	Tā hái méi dào.
Tā àiren ne?	Tā àiren yǐjīng dào le.
4. Cáo Tóngzhì lái le ma?	Cáo Tóngzhì hái méi lái.
Sūn Tóngzhì ne?	Sūn Tóngzhì yǐjīng lái le.
5. Zhāng Xiānsheng lái le ma?	Zhāng Xiānsheng hái méi lái.
Tā dìdi ne?	Tā dìdi yǐjīng lái le.
6. Tā mǔqin dào le ma?	Tā mǔqin hái méi dào.
Tā mèimei ne?	Tā mèimei yǐjīng dào le.
7. Wáng Nǚshì zǒu le ma?	Wáng Nǚshì hái méi zǒu.
Zhāng Nǚshì ne?	Zhāng Nǚshì yǐjīng zǒu le.

H. Response Drill

Respond to each question with a completed-action answer or a yet-to-be-completed answer, depending on the cue.

1.	Speaker: Tā zŏu le ma? (cue) zuótiān (Has he/she left?)	You: Tā yĭjīng zŏu le. (His/her spouse has already left.)
	Tā àiren ne? (cue) zuótiān (And his/her spouse?)	Tā àiren yĕ yĭjīng zŏu le. (His/her spouse has already left too.)
2.	Tā lái le ma? míngtiān	Tā hái méi lái.
	Tā àiren ne? míngtiān	Tā àiren yĕ hái méi lái.
3.	Tā dào le ma? zuótiān	Tā yĭjīng dào le.
	Tā àiren ne? míngtiān	Tā àiren hái méi dào.
4.	Tā zŏu le ma? míngtiān	Tā hái méi zŏu.
	Tā gēge ne? zuótiān	Tā gēge yĭjīng zŏu le.
5.	Zhào Tóngzhì dào le ma? zuótiān	Zhào Tóngzhì yĭjīng dào le.
	Wáng Tóngzhì ne? zuótiān	Wáng Tóngzhì yĕ yĭjīng dào le.
6.	Tā fùmŭ zŏu le ma? míngtiān	Tā fùmŭ hái méi zŏu.
	Tāmen háizi ne? zuótiān	Tāmen háizi yĭjīng zŏu le.
7.	Tā àiren lái le ma? zuótiān	Tā àiren yĭjīng lái le.
	Tāmen háizi ne? míngtiān	Tāmen háizi hái méi lái.

I. Response Drill

1.	Speaker: Tā shénme shíhou lái? (cue) míngtiān (When is he/she coming?)	You: Tā míngtiān lái. (He/she is coming tomorrow.)
2.	Lĭ Xiānsheng shénme shíhou zŏu? jīntiān	Tā jīntiān zŏu.
3.	Hú Xiăojiĕ shénme shíhou dào? hòutiān	Tā hòutiān dào.
4.	Huáng Tàitai shénme shíhou zŏu? míngtiān	Tā míngtiān zŏu.

5.	Zēng Xiānsheng shénme shíhou lái? hòutiān	Tā hòutiān lái.
6.	Wáng Xiǎojiě shénme shíhou dào? jīntiān	Tā jīntiān dào.
7.	Tā shénme shíhou zǒu? hòutiān	Tā hòutiān zǒu.

J. Transformation Drill

For each item, ask "which day...."

1.	Speaker: Tā lái. (He/she is coming.)	You: Tā něitiān lái? (Which day is he/she coming?)
2.	Wáng Xiānsheng zǒu.	Wáng Xiānsheng něitiān zǒu?
3.	Lǐ Tàitai dào.	Lǐ Tàitai něitiān dào?
4.	Hú Tàitai zǒu.	Hú Tàitai něitiān zǒu?
5.	Zhāng Xiānsheng dào.	Zhāng Xiānsheng něitiān dào?
6.	Huáng Tàitai lái.	Huáng Tàitai něitiān lái?
7.	Tā zǒu.	Tā něitiān zǒu?

K. Transformation Drill

1.	Speaker: Tā shénme shíhou lái? (When is he/she coming?)	You: Tā shi shénme shíhou láide? (When did he/she come?)
2.	Wáng Xiānsheng shénme shíhou dào?	Wáng Xiānsheng shi shénme shíhou dàode?
3.	Lǐ Tàitai shénme shíhou zǒu?	Lǐ Tàitai shi shénme shíhou zǒude?
4.	Hú Xiānsheng shénme shíhou lái?	Hú Xiānsheng shi shénme shíhou láide?
5.	Huáng Tàitai shénme shíhou dào?	Huáng Tàitai shi shénme shíhou dàode?

6.	Lín Tàitai shénme shíhou zǒu?	Lín Tàitai shi shénme shíhou zǒude?
7.	Tā shénme shíhou lái?	Tā shi shénme shíhou láide?

L. Transformation Drill

Respond with a shi...de sentence when the cue makes it appropriate.

1.	Speaker: Tā lái. (He/she is coming.)	(cue) míngtiān	You: Tā míngtiān lái. (He/she is coming tomorrow.)
OR	Tā lái le. (He/she came.)	(cue) zuótiān	Tā shi zuótiān láide. (He/she came yesterday.)
2.	Wáng Tàitai zǒu.	jīntiān	Wáng Tàitai jīntiān zǒu.
3.	Huáng Tàitai zǒu le.	qiántiān	Huáng Tàitai shi qiántiān zǒude.
4.	Lǐ Xiānsheng lái.	hòutiān	Lǐ Xiānsheng hòutiān lái.
5.	Lín Xiānsheng lái le.	zuótiān	Lín Xiānsheng shi zuótiān láide.
6.	Mǎ Xiǎojiě dào le.	qiántiān	Mǎ Xiǎojiě shi qiántiān dàode.

M. Response Drill

Give affirmative responses to the questions.

1.	Speaker: Tā shi zuótiān láide ma? (Did he/she come yesterday?)	You: Shìde. Tā shi zuótiān láide. (Yes. He/she came yesterday.)
2.	Wáng Xiānsheng shi jīntiān dàode ma?	Shìde. Wáng Xiānsheng shi jīntiān dàode.
3.	Lǐ Tóngzhì shi qiántiān zǒude ma?	Shìde. Lǐ Tóngzhì shi qiántiān zǒude.
4.	Máo Fūren míngtiān lái ma?	Shìde. Máo Fūren míngtiān lái.
5.	Tāmen háizi hòutiān dào ma?	Shìde. Tāmen háizi hòutiān dào.
6.	Tā fùmǔ jīntiān zǒu ma?	Shìde. Tā fùmǔ jīntiān zǒu.

7. Zhāng Nǚshì shi zuótiān láide ma?	Shìde. Zhāng Nǚshì shi zuótiān láide.

N. Response Drill

Give negative responses to the shi...de questions.

1. Speaker: Tā shi zuótiān láide ma? (Did he/she come yesterday?)	You: Bù. Tā bú shi zuótiān láide. (No. He/she didn't come yesterday.)
2. Jiāng Xiānsheng shi jīntiān dàode ma?	Bù. Jiāng Xiānsheng bú shi jīntiān dàode.
3. Zhāng Tóngzhì shi qiántiān zǒude ma?	Bù. Zhāng Tóngzhì bú shi qiántiān zǒude.
4. Tāmen shi zuótiān láide ma?	Bù. Tāmen bú shi zuótiān láide.
5. Tāmen háizi shi qiántiān dàode ma?	Bù. Tāmen háizi bú shi qiántiān dàode.
6. Hé Tóngzhì shi jīntiān zǒude ma?	Bù. Hé Tóngzhì bú shi jīntiān zǒude.
7. Tā àiren shi zuótiān láide ma?	Bù. Tā àiren bú shi zuótiān láide.

O. Response Drill

According to the cues, give an affirmative or a negative response to each shi...de question.

1. Speaker: Tā shi zuótiān láide ma? (cue) affirmative (Did he/she come yesterday?)	You: Shìde. Tā shi zuótiān láide. (Yes. He/she came yesterday.)
OR Tā shi zuótiān láide ma? (cue) negative (Did he/she come yesterday?)	Bù. Tā bú shi zuótiān láide. (No. He/she didn't come yesterday.)
2. Wáng Tóngzhì shi qiántiān dàode ma? neg.	Bù. Wáng Tóngzhì bú shi qiántiān dàode.

3. Tā gēge shi jīntiān láide ma? neg.	Bù. Tā gēge bú shi jīntiān láide.
4. Lǐ Xiānsheng shi jīntiān zǒude ma? neg.	Bù. Lǐ Xiānsheng bú shi jīntiān zǒude.
5. Zhào Fūren shi zuótiān dàode ma? aff.	Shìde. Zhào Fūren shi zuótiān dàode.
6. Tāmen háizi shi qiántiān zǒude ma? neg.	Bù. Tāmen háizi bú shi qiántiān zǒude.
7. Sūn Nǚshì shi zuótiān dàode ma? neg.	Bù. Sūn Nǚshì bú shi zuótiān dàode.

Celebrating the birthday of Mǎzǔ
(courtesy of Thomas Madden)

UNIT 5

INTRODUCTION

Topics Covered in This Unit

1. Date and place of birth.
2. Days of the week.
3. Ages.
4. The marker _le_ for new situations.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 5D-1 tape.

REFERENCE LIST

(in Běijīng)

1.	A:	Āndésēn Fūren, nǐ shi zài nǎr shēngde?	Mrs. Anderson, where were you born?
	B:	Wǒ shi zài Dézhōu shēngde.	I was born in Texas.
2.	A:	Nǐmen shi Xīngqīsì dàode ma?	Did you arrive on Thursday?
	B:	Bú shi, wǒmen shi Xīngqīwǔ dàode.	No, we arrived on Friday.
3.	A:	Nǐmen xīngqījǐ zǒu?	What day of the week are you leaving?
	B:	Wǒmen Xīngqītiān zǒu.	We are leaving on Sunday.
4.	A:	Nǐ shi něinián shēngde?	What year were you born?
	B:	Wǒ shi Yījiǔsānjiǔnián shēngde.	I was born in 1939.
5.	A:	Nǐ shi jǐyüè shēngde?	What month were you born?
	B:	Wǒ shi Qíyüe shēngde.	I was born in July.
6.	A:	Nǐ shi jǐhào shēngde?	What day of the month were you born?
	B:	Wǒ shi Sìhào shēngde.	I was born on the fourth.
7.*	A:	Nǐ duó dà le?	How old are you?
	B:	Wǒ èrshisì le.	I'm 24.
8.**	A:	Nǐ duó dà le?	How old are you?
	B:	Wǒ sānshiwǔ le.	I'm 35.
9.	A:	Nǐmen nǚháizi jǐsuì le?	How old is your girl?
	B:	Tā básuì le.	She's eight years old.
10.	A:	Nǐmen nánháizi dōu jǐsuì le?	How old are your boys?
	B:	Yíge jiǔsuì le, yíge liùsuì le.	One is nine, and one is six.

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*This exchange occurs on the C-1 tape only.

**This exchange occurs on the P-1 tape only.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

11.	hòunián (hòunian)	the year after next
12.	jīnnián (jīnnian)	this year
13.	míngnián (míngnian)	next year
14.	niánnián (niánnian)	every year
15.	qiánnián (qiánnian)	the year before last
16.	qùnián (qùnian)	last year

VOCABULARY

duó dà	how old
hòunián (hòunian)	the year after next
jǐhào	what day of the month
jīnnián (jīnnian)	this year
jǐsuì	how old
jǐyüè	what month
míngnián (míngnian)	next year
něinián	which year
niánnián (niánnian)	every year
qiánnián (qiánnian)	the year before last
qùnián (qùnian)	last year
shēng	to be born
-suì	year (of age)
xīngqījǐ	what day of the week
Xīngqītiān	Sunday
Xīngqīyī (Xīngqīèr, Xīngqīsān, Xīngqīsì, Xīngqīwǔ, Xīngqīliù)	Monday (Tuesday, Wednesday, Thursday, Friday, Saturday)

(introduced on C-2, P-2, and drill tapes)

shàngge yüè	last month
xiàge yüè	next month
zhèige yüè	this month

REFERENCE NOTES

1.	A: Āndésēn Fūren, nǐ shi zài nǎr shēngde?	Mrs. Anderson, where were you born?
	B: Wǒ shi zài Dézhōu shēngde.	I was born in Texas.

Note on No. 1

The shi...de construction is used to focus on place expressions as well as on time and manner expressions.

Wǒ	shi	zài Měiguo	shēng	-de.	(I was born in America.)	WHERE
Wǒ	shi	zuótiān	dào	-de.	(I arrived yesterday.)	WHEN
Wǒ	shi	yíge rén	lái	-de.	(I came alone.)	HOW

2.	A: Nǐmen shi Xīngqīsì dàode ma?	Did you arrive on Thursday?
	B: Bú shi, wǒmen shi Xīngqīwǔ dàode.	No, we arrived on Friday.
3.	A: Nǐmen xīngqījǐ zǒu?	What day of the week are you leaving?
	B: Wǒmen Xīngqītiān zǒu	We are leaving on Sunday.

Notes on Nos. 2-3

Days of the week:

xīngqījǐ?	(what day of the week?)
Xīngqīyī	(Monday)
Xīngqīèr	(Tuesday)
Xīngqīsān	(Wednesday)
Xīngqīsì	(Thursday)
Xīngqīwǔ	(Friday)
Xīngqīliù	(Saturday)
Xīngqītiān	(Sunday)

Until now, you have always seen jĭ-, "how many," at the beginning of a word (jĭge háizi, jĭwèi xiānsheng, jĭhào). In xīngqījĭ, -jĭ is at the end of the word. In both places, jĭ occupies the position of a number and acts like a number: xīngqījĭ, "what number day of the week?"

4.	A: Nĭ shi nĕinián shēngde?	What year were you born?
	B: Wŏ shi Yījiŭsānjiŭnián shēngde.	I was born in 1939.

Notes on No. 4

The word for "year," -nián, is a bound word (like the word for "day," -tiān). The question word nĕinián, "which year," is formed with the bound word nĕi-, "which."

The year is given as a sequence of digits, so that 1972, Yījiŭqīèrnián, would literally be "one-nine-seven-two year." In a sequence of digits, the word èr (not liăng-) is used for 2, and the words for 1, 7, and 8 keep their basic High tones. (See notes on No. 10 for cases in which these tones change.)

5.	A: Nĭ shi jĭyüè shēngde?	What month were you born?
	B: Wŏ shi Qíyüè shēngde.	I was born in July.

Notes on No. 5

Months:

jĭyüè?	(what month?)
Yíyüè	(January)
Èryüè	(February)
Sānyüè	(March)
Sìyüè	(April)
Wŭyüè	(May)
Liùyüè	(June)

Qíyüè	(July)
Báyüè	(August)
Jiŭyüè	(September)
Shíyüè	(October)
Shíyīyüè	(November)
Shíèryüè	(December)

Since the names of the months are formed with numbers, jǐ-, "how many," is the appropriate question word to use for "what month." Jǐ- is used in Běijīng to ask for a number expected to be around 10 or 11.

Notice the tones on the words for 1, 7, and 8, which most Peking speakers pronounce as Rising before Falling-tone words such as yüè. The syllable -yī- in the word for "November," however, is usually pronounced with the High tone: Shíyīyüè. (See the notes on No. 10 for a summary of tone changes.)

6.	A:	Nǐ shi jǐhào shēngde?	What day of the month were you born?
	B:	Wǒ shi Sìhào shēngde.	I was born on the fourth.

Notes on No. 6

Days of the month are expressed by the number of the day followed by the bound word -hào. You will remember that -hào is also used in giving addresses.

In asking about days of the month, jǐ-, "how many," is used, even though the question may be answered by a number as high as 31.

The month and day of the month may be given together. For example,

Nǐ shi jǐyüè jǐhào shēngde?	What is your month and day of birth?
Wǒ shi Báyüè Jiǔhào shēngde.	I was born on August 9.

7.	A:	Nǐ duó dà le?	How old are you?
	B:	Wǒ èrshisì le.	I'm 24.
8.	A:	Nǐ duó dà le?	How old are you?
	B:	Wǒ sānshiwǔ le.	I'm 35.

Notes on Nos. 7-8

Nǐ duó dà le? "How old are you?" literally means "How big (in years of age) are you?" This is a common way to ask a person's age. The question is appropriate for asking the age of a child or a young adult, but the expression is not considered polite enough for asking an older adult his age. (More formal ways to ask a person's age will be introduced on the C-2, P-2, and drill tapes.)

The marker le which ends these sentences calls attention to the fact that something is true now that was not true before.* Le has only this new-situation meaning in these sentences. It has no meaning of completion, since, in fact, there is no completed event.

One way to reflect the new-situation le in the English translation is to add the word "now": "I'm 35 now." Essentially, however, "new situation" (sometimes called "change of state") is a Chinese grammatical category with no simple English equivalent.

The marker le for new situations is always found at the end of a sentence and is sometimes called "sentence le."

Notice that neither answer contains a verb. The verb that has been left out is yǒu, "to have." The verb may not be left out in the negative: Wǒ méiyou sānshiwǔ, "I'm not 35."

9. A: Nǐmen nǚháizi jǐsuì le? How old is your girl?
B: Tā básuì le. She's eight years old.

Notes on No. 9

-suì: In the traditional Chinese system of giving ages, a person is one -suì old at birth and becomes another -suì old on the New Year's following his birth. A baby born the day before New Year's would thus be two -suì old on the day after his birth. Most Chinese, however, have now switched to the Western style of computing age and use -suì just as we use "years old."

The word -suì, like the word -hào, is a bound word showing what kind of thing a number is counting.

In a date or address you are listing a number and use èr for 2, while in giving an age you are counting an amount of something and use liǎng: liǎngsuì, "two years old."

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*Ages may also be asked and given without using the new-situation le.

10.	A: Nĭmen nánháizi dōu jĭsuì le?	How old are your boys?
	B: Yíge jiŭsuì le, yíge liùsuì le.	One is nine, and one is six.

Notes on No. 10

The word dōu is used when "both" or "all" would probably not be used in English, namely, when expecting different information about each of the things (or persons) being discussed. "All" tends to be collective, asking or telling about something the members of a group have in common. Dōu can be distributive, asking or telling something about the members of a group as individuals.

Yí, qí, bá: In the spoken language of Peking, the basic High tones of yī, qī, and bā usually change to Rising tones before Falling-tone words (such as -hào, yüè, and -suì). This change is most common when the complete number given has only one digit. When there are two or more digits, the qī and bā of numbers ending in 7 and 8 are more likely to have Rising tones than the yī of numbers ending in 1 (which is usually in the High tone). Compare:

Shíqíhào	the 17th
Shíyīyüè	November

In all cases, the High tone is more likely to be kept in rapid speech. You may also encounter speakers who never make changes in the tones of yī, qī, and bā.

Remember that, in the digit-by-digit form of giving the year, the numbers 1, 7, and 8 keep their basic High tones: Yījiŭbāliùnián, 1986

Note on Additional Required Vocabulary

DAYS	qiántiān	zuótiān	jīntiān	míngtiān	hòutiān
YEARS	qiánnián	qùnián	jīnnián	míngnián	hòunián

In the Chinese system of expressing relative time in terms of days and years, only one pair of terms is not parallel: zuótiān, "yesterday," and qùnián, "last year."

DRILLS

A. Response Drill

1.	Speaker: Qǐngwèn, tā shi zài nǎr shēngde? (cue) Dézhōu (May I ask, where was he/she born?)	You: Tā shi zài Dézhōu shēngde. (He/she was born in Texas.)
2.	Qǐngwèn, nǐ àiren shi zài nǎr shēngde? Jiāzhōu (May I ask, where was your spouse born?)	Tā shi zài Jiāzhōu shēngde. (He/she was born in California.)
3.	Qǐngwèn, tā àiren shi zài nǎr shēngde? Shànghǎi (May I ask, where was his/her spouse born?)	Tā shi zài Shànghǎi shēngde. (He/she was born in Shànghǎi.)
4.	Qǐngwèn, nǐ háizi shi zài nǎr shēngde? Sìchuān (May I ask, where was your child born?)	Tā shi zài Sìchuān shēngde. (He/she was born in Sìchuān.)
5.	Qǐngwèn, nǐmen nǚháizi shi zài nǎr shēngde? Běijīng (May I ask, where was your daughter born?)	Tā shi zài Běijīng shēngde. (She was born in Běijīng.)
6.	Qǐngwèn, nǐmen nánháizi shi zài nǎr shēngde? Mázhōu (May I ask, where was your son born?)	Tā shi zài Mázhōu shēngde. (He was born in Massachusetts.)
7.	Qǐngwèn, Zēng Xiānsheng shi zài nǎr shēngde? Niǔ Yüē (May I ask, where was Mr. Zēng born?)	Tā shi zài Niǔ Yüē shēngde. (He was born in New York.)

B. Substitution Drill

1.	Speaker: Qǐngwèn, nǐ shénme shíhou zǒu? (cue) něitiān (May I ask, when are you leaving?)	You: Qǐngwèn, nǐ něitiān zǒu? (May I ask, what day are you leaving?)

2.	Qǐngwèn, nǐ něitiān zǒu? jǐyüè	Qǐngwèn, nǐ jǐyüè zǒu?
3.	Qǐngwèn, nǐ jǐyüè zǒu? jǐhào	Qǐngwèn, nǐ jǐhào zǒu?
4.	Qǐngwèn, nǐ jǐhào zǒu? něinián	Qǐngwèn, nǐ něinián zǒu?
5.	Qǐngwèn, nǐ něinián zǒu? jǐyüè jǐhào	Qǐngwèn, nǐ jǐyüè jǐhào zǒu?
6.	Qǐngwèn, nǐ jǐyüè jǐhào zǒu? xīngqījǐ	Qǐngwèn, nǐ xīngqījǐ zǒu?
7.	Qǐngwèn, nǐ xīngqījǐ zǒu?	

C. Substitution Drill

1.	Speaker: Wǒmen Xīngqīyī zǒu. (cue) Xīngqīèr (We are leaving on Monday.)	You: Wǒmen Xīngqīèr zǒu. (We are leaving on Tuesday.)
2.	Wǒmen Xīngqīèr zǒu. Xīngqīsān	Wǒmen Xīngqīsān zǒu.
3.	Wǒmen Xīngqīsān zǒu. Xīngqīsì	Wǒmen Xīngqīsì zǒu.
4.	Wǒmen Xīngqīsì zǒu. xīngqījǐ	Wǒmen xīngqījǐ zǒu?
5.	Wǒmen xīngqījǐ zǒu? Xīngqīwǔ	Wǒmen Xīngqīwǔ zǒu.
6.	Wǒmen Xīngqīwǔ zǒu. Xīngqītiān	Wǒmen Xīngqītiān zǒu.
7.	Wǒmen Xīngqītiān zǒu. Xīngqīliù	Wǒmen Xīngqīliù zǒu.
8.	Wǒmen Xīngqīliù zǒu.	

D. Response Drill

1.	Speaker: Nǐ háizi shi něinián shēngde? (cue) 1971 (What year was your child born?)	You: Tā shi Yījiǔqīyīnián shēngde. (He/she was born in 1971.)
2.	Lǐ Xiānsheng shi něinián shēngde? 1944	Tā shi Yījiǔsìsìnián shēngde.
3.	Nǐ dìdi shi něinián shēngde? 1940	Tā shi Yījiǔsìlíngnián shēngde.
4.	Nèige háizi shi něinián shēngde? 1967	Tā shi Yījiǔliùqīnián shēngde.
5.	Zhèige nánháizi shi něinián shēngde? 1968	Tā shi Yījiǔliùbānián shēngde.
6.	Nèige rén shi něinián shēngde? 1927	Tā shi Yījiǔèrqīnián shēngde.
7.	Tā shi něinián shēngde? 1933	Tā shi Yījiǔsānsānnián shēngde.

E. Response Drill

1.	Speaker: Tā shi jǐyüè shēngde? (cue) Èryüè (What month was he/she born?)	You: Tā shi Èryüè shēngde. (He/she was born in February.)
2.	Tā àiren shi jǐyüè shēngde? Wǔyüè	Tā shi Wǔyüè shēngde.
3.	Zhāng Tóngzhì shi jǐyüè shēngde? Sìyüè	Tā shi Sìyüè shēngde.
4.	Wáng Tóngzhì shi jǐyüè shēngde? Shíyīyüè	Tā shi Shíyīyüè shēngde.
5.	Nǐ àiren shi jǐyüè shēngde? Báyüè	Tā shi Báyüè shēngde.
6.	Nǐ gēge shi jǐyüè shēngde? Shíèryüè	Tā shi Shíèryüè shēngde.

7.	Tā mèimei shi jǐyüè shēngde? Liùyüè	Tā shi Liùyüè shēngde.

F. Expansion Drill

1.	Speaker: Tā shi Yíyüè shēngde. (cue) yíhào (He/she was born in January.)	You: Tā shi Yíyüè yíhào shēngde. (He/she was born January first.)
2.	Tā shi Yíyüè shēngde. shíyīhào	Tā shi Yíyüè shíyīhào shēngde.
3.	Tā shi Yíyüè shēngde. èrshiliùhào	Tā shi Yíyüè èrshiliùhào shēngde.
4.	Tā shi Yíyüè shēngde. qíhào	Tā shi Yíyüè qíhào shēngde.
5.	Tā shi Yíyüè shēngde. shísìhào	Tā shi Yíyüè shísìhào shēngde.
6.	Tā shi Yíyüè shēngde. èrshibáhào	Tā shi Yíyüè èrshibáhào shēngde.
7.	Tā shi Yíyüè shēngde. shíhào	Tā shi Yíyüè shíhào shēngde.

G. Response Drill

1.	Speaker: Nǐmen nǚháizi jǐsuì le? (cue) 5 (How old is your daughter?)	You: Tā wǔsuì le. (She is five.)
2.	Tāmen nánháizi jǐsuì le? 11	Tā shíyīsuì le.
3.	Hú Tàitai nǚháizi jǐsuì le? 13	Tā shísānsuì le.
4.	Tā mèimei jǐsuì le? 7	Tā qísuì le.
5.	Nǐ nánháizi jǐsuì le? 6	Tā liùsuì le.

6.	Nǐ nǚháizi jǐsuì le? 4	Tā sìsuì le.
7.	Nèige nánháizi jǐsuì le? 8	Tā básuì le.

H. Response Drill

1.	Speaker: Tā duó dà le? (cue) 35 (How old is he/she?)	You: Tā sānshiwǔ le. (He/she is 35.)
2.	Nǐ gēge duó dà le? 44	Tā sìshisì le.
3.	Nǐ dìdi duó dà le? 30	Tā sānshi le.
4.	Tā jiějie duó dà le? 47	Tā sìshiqī le.
5.	Nǐ mèimei duó dà le? 32	Tā sānshièr le.
6.	Tā àiren duó dà le? 28	Tā èrshibā le.
7.	Wáng Tóngzhì duó dà le? 41	Tā sìshiyī le.

I. Response Drill

1.	Speaker: Nín mǔqin duó dà suìshu le? (cue) 65 (How old is your mother?)	You: Tā liùshiwǔsuì le. (She is 65.)
2.	Nín fùqin duó dà suìshu le? 67	Tā liùshiqísuì le.
3.	Tā jiějie duó dà suìshu le? 46	Tā sìshiliùsuì le.
4.	Tā gēge duó dà suìshu le? 44	Tā sìshisìsuì le.
5.	Zhāng Xiānsheng duó dà suìshu le? 72	Tā qīshièrsuì le.
6.	Wáng Tàitai duó dà suìshu le? 59	Tā wǔshijiǔsuì le.

7.	Wáng Tàitai mèimei duó dà suìshu le? 58	Tā wŭshibásuì le.

J. Substitution Drill

Substitute shàngge yüè, "last month" (May), zhèige yüè, "this month" (June), or xiàge yüè, "next month" (July), according to the month mentioned in the speaker's sentence.

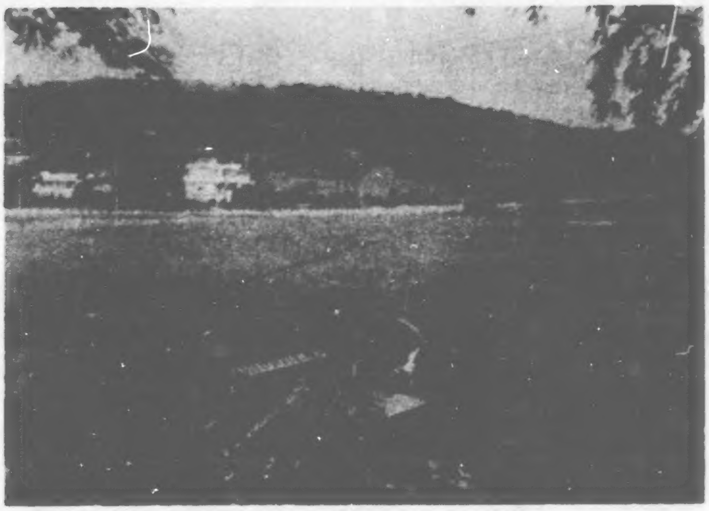
1.	Speaker: Tā shi Wŭyüè láide. (He/she came in May.)	You: Òu. Tā shi shàngge yüè láide. (Oh. He/she came last month.)
2.	Tā Qíyüè lái. (He/she is coming in July.)	Òu. Tā xiàge yüè lái. (Oh. He/she is coming next month.)
3.	Tā Liùyüè lái. (He/she is coming in June.)	Òu. Tā zhèige yüè lái. (Oh. He/she is coming this month.)
4.	Tā shi Liùyüè láide.	Òu. Tā shi zhèige yuè láide.
5.	Tā Qíyüè zŏu.	Òu. Tā xiàge yüè zŏu.
6.	Tā shi Wŭyüè dàode.	Òu. Tā shi shàngge yüè dàode.
7.	Tā shi Liùyüè zŏude.	Òu. Tā shi zhèige yüè zŏude.

K. Transformation Drill

Each of the speaker's statements is the answer to a question. After hearing each answer, ask the question which could have prompted the response.

1.	Speaker: Tā shi Yījiŭsānwŭnián shēngde. (He/she was born in 1935.)	You: Tā shi nĕinián shēngde? (What year was he/she born?)
2.	Tā shi Sìyüè láide. (He/she came in April.)	Tā shi jĭyüè láide? (What month did he/she come?)
3.	Tā shi Xīngqīwŭ zŏude. (He/she left on Friday.)	Tā shi xīngqījĭ zŏude? (What day of the week did he/she leave?)

4.	Tā shi qīhào dàode. (He/she arrived on the seventh.)	Tā shi jĭhào dàode? (What day of the month did he/she arrive?)
5.	Tā shi Yījiŭqīsìnián láide.	Tā shi nĕinián láide?
6.	Tā shi Xīngqītiān zŏude.	Tā shi xīngqījĭ zŏude?
7.	Tā shi Jiŭyuè shēngde.	Tā shi jĭyuè shēngde?



Farm in northern Taiwan
(courtesy of Thomas Madden)

UNIT 6

INTRODUCTION

Topics Covered in This Unit

1. Duration phrases.
2. The marker le for completion.
3. The "double le" construction.
4. The marker -guo.
5. Action verbs.
6. State verbs.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 6D-1 tape.

REFERENCE LIST

(in Taipei)

1.	A:	Nĭ zhù duó jiŭ?	How long are you staying?
	B:	Wŏ zhù yìnián.	I'm staying one year.
2.	A:	Nĭ tàitai zhù duó jiŭ?	How long is your wife staying?
	B:	Tā zhù liăngtiān.	She is staying two days.
3.	A:	Nĭ tàitai zài Xiānggăng zhù duó jiŭ?	How long is your wife staying in Hong Kong?
	B:	Wŏ xiăng tā zhù liăngtiān.	I think she is staying two days.
4.	A:	Nĭ xiăng zhù duó jiŭ?	How long are you thinking of staying?
	B:	Wŏ xiăng zhù yìnián.	I'm thinking of staying one year.
5.	A:	Nĭ xiăng zài Táiwān zhù duó jiŭ?	How long are you thinking of staying in Taiwan?
	B:	Wŏ xiăng zhù báge yüè.	I'm thinking of staying eight months.
6.*	A:	Nĭ péngyou xiăng zhù duó jiŭ?	How long is your friend thinking of staying?
	B:	Tā xiăng zhù liăngge xīngqī.	He is thinking of staying two weeks.
7.	A:	Nĭ láile duó jiŭ le?	How long have you been here?
	B:	Wŏ láile sāntiān le.	I have been here three days.
8.	A:	Nĭ tàitai zài Xiānggăng zhùle duó jiŭ?	How long did your wife stay in Hong Kong?
	B:	Tā zhùle liăngtiān.	She stayed two days.
9.	A:	Tā lái le ma?	Did he come?
	B:	Lái le, tā lái le.	Yes, he came.
10.	A:	Tā lái le ma?	Did he come?
	B:	Méi lái, tā méi lái.	No, he didn't come.
11.	A:	Nĭ cóngqián láiguo ma?	Have you ever been here before?
	B:	Wŏ cóngqián méi láiguo.	I have never been here before.

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*This exchange occurs on the C-1 tape only.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

12.	qù	to go
13.	Niŭ Yüē	New York

VOCABULARY

cóngqián	before
duó jiŭ	how long
-guo	(experiential marker)
Niŭ Yüē	New York
qù	to go
xiăng	to think that, to want to; would like to
Xiānggăng	Hong Kong
xīngqī	week
zhù	to live somewhere

REFERENCE NOTES

1.	A:	Nǐ zhù duó jiǔ?	How long are you staying?
	B:	Wǒ zhù yìnián.	I'm staying one year.

Notes on No. 1

Expressions like duó jiǔ, "how long," and yìnián, "one year," called duration phrases, come after the verb.* Notice the contrast with time-when phrases, like shénme shíhou, "when," and jīnnián, "this year," which come before the verb.

Nǐ	shénme shíhou	zǒu?		(When are you leaving?)
Nǐ		zhù	duó jiǔ?	(How long are you staying?)

If a duration phrase is used with the verb zhù, this phrase preempts the position after the verb; and any place phrase, like zài Běijīng, must come before the verb.

Wǒ		zhù	zài Běijīng.	(I'm living in Běijīng.)
Nǐ	zài Běijīng	zhù	duó jiǔ?	(How long are you staying in Běijīng?)

Yìnián: In telling how many years (giving an amount) no counter is used. The tone on yī, "one," changes to Falling before a Rising tone.

2.	A:	Nĭ tàitai zhù duó jiŭ?	How long is your wife staying?
	B:	Tā zhù liăngtiān.	She is staying two days.

Note on No. 2

Liăngtiān: -tiān, "day," like -nián, "year," is used without a counter. When telling how many of something, the number 2 takes the form liăng.* (See Unit 3, notes on Nos. 3-4.)

3.	A:	Nĭ tàitai zài Xiānggăng zhù duó jiŭ?	How long is your wife staying in Hong Kong?
	B:	Wo xiăng tā zhù liăngtiān.	I think she is staying two days.
4.	A:	Nĭ xiăng zhù duó jiŭ?	How long are you thinking of staying?
	B:	Wŏ xiăng zhù yìnián.	I'm thinking of staying one year.

Notes on Nos. 3-4

The verb xiăng, "to think that," "to want to," "would like to," may be used as a main verb or as an auxiliary verb. As a main verb it means "to think that." It is used this way in the answer of exchange 3 and in the following examples.

Wŏ xiăng tā míngtiān lái.	I think he is coming tomorrow.
Wŏ xiăng tā bú qù.	I think he is not going.

When xiăng is used as a main verb meaning "to think that," it is not made negative. This may be a special problem for English speakers who are used to saying "I don't think he is going." In Chinese, it is "I think he is not going," Wŏ xiăng tā bú qù.

When xiăng is used as an auxiliary verb, it means "to want to," "would like to." It is used this way in exchange 4, which could also be translated as "How long would you like to stay?" Here are other examples:

A:	Nĭ xiăng zŏu ma?	Would you like to leave? OR Do you want to go?
B:	Wŏ bù xiăng zŏu.	I don't want to leave.
	Nĭ xiăng zài Táibĕi gōngzuò ma?	Do you want to work in Taipei?

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*"One day" is yìtiān. The tone on yī changes to Falling before a High tone.

5.	A:	Nǐ xiǎng zài Táiwān zhù duó jiǔ?	How long are you thinking of staying in Taiwan?
	B:	Wǒ xiǎng zhù báge yüè.	I'm thinking of staying eight months.
6.	A:	Nǐ péngyou xiǎng zhù duó jiǔ?	How long is your friend thinking of staying?
	B:	Tā xiǎng zhù liǎngge xīngqī.	He is thinking of staying two weeks.

Notes on Nos. 5-6

You already know that yìnián and yìtiān are used without counters. The words for "month" and "week," however, are used with counters. Compare:

sāntiān	(three days)
sānnián	(three years)
sānge xīngqī	(three weeks)
sānge yüè	(three months)

7.	A:	Nǐ láile duó jiǔ le?	How long have you been here?
	B:	Wǒ láile sāntiān le.	I have been here three days.

Notes on No. 7

le...le, "up until now," "so far": The use of completed-action le after the verb and of new-situation le after the duration phrase tells you how long the activity has been going on and that it is still going on. The answer could also have been translated "I have been here three days so far." This pattern is sometimes called "double le."

Notice that when le is in the middle of a sentence (in this case, because it is followed by a duration phrase), we write it attached to the verb before it: láile duó jiǔ le

8. A: Nǐ tàitai zài Xiānggǎng zhùle duó jiǔ?	How long did your wife stay in Hong Kong?
B: Tā zhùle liǎngtiān.	She stayed two days.

Notes on No. 8

Completion le: Here you see the marker le used to indicate one aspect, completion. Compare a sentence with one le to a sentence with two le's:

Wǒ zài nàr zhùle sāntiān.	I stayed there three days.
Wǒ zài zhèr zhùle sāntiān le.	I have been here (stayed here) for three days now (so far).

Completion le is used with verbs that describe actions or processes, not with verbs that describe a state or condition, or a continuing situation. The following sentences, describing states or ongoing situations, have past-tense verbs in English but no le in Chinese.

Nèige shíhou tāmen zhǐ yǒu liǎngge háizi.	At that time they had only two children.
Tā qùnián bú zài Shànghǎi, zài Běijīng.	He wasn't in Shànghǎi last year; he was in Běijīng.

Verb types in Chinese: In studying some languages, it is important to learn whether a noun is masculine, feminine, or neuter. In Chinese, it is important to learn whether a verb is an action, state, or process verb. These three verb categories are meaning (semantic) groups. A verb is a member of one group or another depending on the meaning of the verb. For instance, "running" and "dancing" are actions; "being good" and "being beautiful" are states; and "getting sick" and "melting" are processes. In Chinese, grammatical rules are applied differently to each semantic verb category. For the most part, you have learned only action and state verbs in this course; so these comments will be confined to those two verb categories. (See Unit 8 of this module for process verbs.)

Action verbs: These are verbs which describe physical and mental activities. The easiest to classify are verbs of movement such as "walking," "running," and "riding"; however, action verbs also include verbs with not too much motion, such as "working" and "writing," and verbs with no apparent motion, such as "studying." One test for determining if a verb is an action is asking "What did he do?" "He arrived," "He spoke," and "He listened" are answers which contain action verbs. "He knew," "He wanted," and "He is here" are answers which contain state verbs, not action verbs. Some of the action verbs you have learned are:

dào (to arrive)
gōngzuò (to work)
lái (to come)
zhù (to live, to stay)

State verbs: These verbs describe qualities, conditions, and states. All adjectival verbs, such as hǎo, "to be good," and jiǔ, "to be long (in time)," are state verbs. Emotions, such as "being happy" and "being sad," are expressed with state verbs. "Knowing," "liking," "wanting," and "understanding," which may be called mental states, are also expressed with state verbs. Also, all auxiliary verbs, such as xiàng, "to want to," "would like to," are state verbs. Here are some of the state verbs:

dà (to be large)
duì (to be correct)
xìng (to be surnamed)
xiǎng (to want to)
shì (to be)
jiào (to be called)
zài (to be at)
zhīdao (to know)

Aspect and verb types: Not every aspect marker in Chinese may be used with all types of verbs. Completion le does not occur with state verbs. It does occur with action verbs.

ACTION	Tā yǐjīng dào le.	He has already arrived.
	Tā gōngzuòle yìnián.	He worked one year.
	Tā lái le ma?	Did he come?
STATE	Tā qùnián bú zài zhèr.	He wasn't here last year.
	Tā zuótiān xiǎng qù.	Yesterday he wanted to go.
	Tā zuótiān bù zhīdào.	He didn't know yesterday.

9.	A:	Tā lái le ma?	Did he come?
	B:	Lái le, tā lái le.	Yes, he came.
10.	A:	Tā lái le ma?	Did he come?
	B:	Méi lái, tā méi lái.	No, he didn't come.

Notes on Nos. 9-10

Compare the two possible interpretations of the question Tā lái le ma? and the answers they receive:

Completion le

Tā		lái	le	ma?	(Did she come?)
Tā		lái	le.		(She came.)
Tā	méi	lái.			(She didn't come.)

Combined le

Tā			lái	le	ma?	(Has she come?)
Tā			lái	le.		(She has come. OR She's here.)
Tā	hái	méi	lái.			(She hasn't come yet.)

The first question, with completion le, asks only if the action took place. The second question, with combined le, asks both whether the action has been completed and whether the resulting new situation still exists.

11.	A: Nǐ céngqián láiguo ma?	Have you ever been here before?
	B: Wǒ céngqián méi láiguo.	I have never been here before.

Notes on No. 11

The aspect marker -guo means literally "to pass over," "to cross over." The implication is that an event took place and then ceased at some time in the past.

It may help you to conceptualize -guo in terms of a bridge. The whole bridge is the event. The marker -guo stresses the fact that not only have you crossed over the bridge but at present you are no longer standing on it.

The meaning of -guo changes slightly depending on what type of verb it is used with: action or process. (-guo may not be used with state verbs.) With an action verb, -guo means that the action took place and then ceased at some time before the present. With a process verb, -guo means that the process took place and that the state which resulted from the process ended at some time before the present.

Remember that aspect markers like le and -guo are used only when the speaker feels it necessary to stress some feature or aspect of an event. Le is used to stress finishing, or completion. -guo is used to stress that a situation occurred in the past and was "over" or "undone" before the time of speaking (that is, the absence of that situation followed the situation).

Let's contrast -guo with completion le: Both le and -guo express completion, but -guo stresses that an action is no longer being performed, or that a state resulting from a process no longer exists. For example, Tā lái le means "He came" or "He has come," not indicating whether or not he is still there. But Tā láiguo means "He came" with the specification that he is not there anymore--that is, he came and left.

One of the uses of the aspect marker -*guo* is in sentences which express experience or having experienced something at least once in the past, that is, "to have had the experience of doing something." This is how -*guo* is used in exchange 11. In a question, the marker -*guo* can be reflected by the English word "ever," and in a negative statement by "never."

Nǐ	cóngqián		lái	-guo	ma?	(Have you *ever* been [come] here before?)
Wǒ	cóngqián	méi	lái	-guo.		(I have *never* been [come] here before.)
Wǒ	cóngqián		lái	-guo.		(I have been [come] here before.)

The negative of *Tā lái le* does not include a *le*, but the negative of *Tā láiguo* does have a -*guo*. The negative adverb *méi* is used to negate both completion *le* and -*guo*.

Tā		lái	le.
Tā	méi	lái.	

Tā		lái	-guo.
Tā	méi	lái	-guo.

DRILLS

A. Response Drill

1.	Speaker: Zhāng Xiānsheng zhù duó jiŭ? (cue) yíge yüè (How long is Mr. Zhāng staying?)	You: Zhāng Xiānsheng zhù yíge yüè. (Mr. Zhāng is staying one month.)
2.	Wáng Xiăojiĕ zhù duó jiŭ? liăngge xīngqī (How long is Miss Wáng staying?)	Wáng Xiăojiĕ zhù liăngge xīngqī. (Miss Wáng is staying two weeks.)
3.	Hú Tàitai zhù duó jiŭ? sānge yüè (How long is Mrs. Hú staying?)	Hú Tàitai zhù sānge yüè. (Mrs. Hú is staying three months.)
4.	Tā zhù duó jiŭ? sìge xīngqī (How long is he/she staying?)	Tā zhù sìge xīngqī. (He/she is staying four weeks.)
5.	Tā tàitai zhù duó jiŭ? liăngge xīngqī (How long is his wife staying?)	Tā tàitai zhù liăngge xīngqī. (His wife is staying two weeks.)
6.	Lĭ Xiăojiĕ zhù duó jiŭ? wŭge yüè (How long is Miss Lĭ staying?)	Lĭ Xiăojiĕ zhù wŭge yüè. (Miss Lĭ is staying five months.)
7.	Tā xiānsheng zhù duó jiŭ? liùge xīngqī (How long is her husband staying?)	Tā xiānsheng zhù liùge xīngqī. (Her husband is staying six weeks.)

B. Response Drill

1.	Speaker: Zhāng Tóngzhì zhù duó jiŭ? (cue) sāntiān (How long is Comrade Zhāng staying?)		You: Zhāng Tóngzhì zhù sāntiān. (Comrade Zhāng is staying three days.)
2.	Tā mŭqin zhù duó jiŭ?	yìnián	Tā mŭqin zhù yìnián.
3.	Tā fùqin zhù duó jiŭ?	wŭtiān	Tā fùqin zhù wŭtiān.
4.	Wáng Tóngzhì zhù duó jiŭ? bātiān		Wáng Tóngzhì zhù bātiān.

5. Nǐ jiějie zhù duó jiǔ? liǎngnián	Wǒ jiějie zhù liǎngnián.
6. Hú Tóngzhì zhù duó jiǔ? sìtiān	Hú Tóngzhì zhù sìtiān.
7. Tā zhù duó jiǔ? sānnián	Tā zhù sānnián.

C. Response Drill

1. Speaker: Tā mǔqin zhù duó jiǔ? (cue) liǎngge yuè (How long is his/her mother staying?)	You: Tā mǔqin zhù liǎngge yuè. (His/her mother is staying two months.)
2. Tā mèimei zhù duó jiǔ? yíge xīngqī	Tā mèimei zhù yíge xīngqī.
3. Zhāng Tàitai zhù duó jiǔ? jiǔtiān	Zhāng Tàitai zhù jiǔtiān.
4. Tā gēge zhù duó jiǔ? sìge xīngqī.	Tā gēge zhù sìge xīngqī.
5. Wáng Xiānsheng zhù duó jiǔ? yíge yuè	Wáng Xiānsheng zhù yíge yuè.
6. Tā dìdi zhù duó jiǔ? yìnián	Tā dìdi zhù yìnián.
7. Tā jiějie zhù duó jiǔ? shítiān	Tā jiějie zhù shítiān.

D. Expansion Drill

1. Speaker: Zhāng Tàitaide gēge zhù duó jiǔ? (cue) Xiānggǎng (How long is Mrs. Zhāng's older brother staying?)	You: Zhāng Tàitaide gēge zài Xiānggǎng zhù duó jiǔ? (How long is Mrs. Zhāng's older brother staying in Hong Kong?)
2. Jiāng Xiānshengde dìdi zhù duó jiǔ? Guǎngzhōu	Jiāng Xiānshengde dìdi zài Guǎngzhōu zhù duó jiǔ?

3.	Zēng Xiăojiĕde mèimei zhù duó jiŭ? Zhōngguo	Zēng Xiăojiĕde mèimei zài Zhōngguo zhù duó jiŭ?
4.	Chén Tóngzhìde jiĕjie zhù duó jiŭ? Shànghăi	Chén Tóngzhìde jiĕjie zài Shànghăi zhù duó jiŭ?
5.	Qián Tóngzhìde àiren zhù duó jiŭ? Mĕiguó	Qián Tóngzhìde àiren zài Mĕiguo zhù duó jiŭ?
6.	Cáo Xiăojiĕde fùqin zhù duó jiŭ? Qīngdăo	Cáo Xiăojiĕde fùqin zài Qīngdăo zhù duó jiŭ?
7.	Xià Xiānshengde mŭqin zhù duó jiŭ? Bĕijīng	Xià Xiānshengde mŭqin zài Bĕijīng zhù duó jiŭ?

E. Transformation Drill

1.	Speaker: Tā zhù jĭtiān? (How many days is he/she staying?)	You: Tā xiăng zhù jĭtiān? (How many days is he/she planning on staying?)
2.	Hú Xiānsheng zhù jĭge yüè?	Hú Xiānsheng xiăng zhù jĭge yüè?
3.	Wáng Tàitai zhù jĭge xīngqī?	Wáng Tàitai xiăng zhù jĭge xīngqī?
4.	Tā xiānsheng zhù jĭnián?	Tā xiānsheng xiăng zhù jĭnián?
5.	Zhōu Xiăojiĕ zhù jĭge yüè?	Zhōu Xiăojiĕ xiăng zhù jĭge yüè?
6.	Wŏ fùqin zhù jĭge xīngqī?	Wŏ fùqin xiăng zhù jĭge xīngqī?
7.	Tā mèimei zhù jĭtiān?	Tā mèimei xiăng zhù jĭtiān?

F. Expansion Drill

1.	Speaker: Tā zhù yíge xīngqī. (He/she is staying one week.)	You: Wŏ xiăng tā zhù yíge xīngqī. (I think he/she is staying one week.)
2.	Tā zhù liăngnián.	Wŏ xiăng tā zhù liăngnián.
3.	Tā zhù sānge yüè.	Wŏ xiăng tā zhù sānge yüè.
4.	Tā zhù liăngge xīngqī.	Wŏ xiăng tā zhù liăngge xīngqī.

5.	Tā zhù qītiān.	Wǒ xiǎng tā zhù qītiān.
6.	Tā zhù sìnián.	Wǒ xiǎng tā zhù sìnián.
7.	Tā zhù liùge yüè.	Wǒ xiǎng tā zhù liùge yüè.

G. Transformation Drill

1.	**Speaker**: Tā zhù yíge xīngqī. (He/she is staying one week.)	**You**: Tā zhùle yíge xīngqī. (He/she stayed one week.)
2.	Mǎ Tóngzhì zhù yìnián. (Comrade Mǎ is staying one year.)	Mǎ Tóngzhì zhùle yìnián. (Comrade Mǎ stayed one year.)
3.	Wáng Tóngzhì zhù sìge yüè. (Comrade Wáng is staying four months.)	Wáng Tóngzhì zhùle sìge yüè. (Comrade Wáng stayed four months.)
4.	Zēng Tóngzhì zhù wǔtiān. (Comrade Zēng is staying five days.)	Zēng Tóngzhì zhùle wǔtiān. (Comrade Zēng stayed five days.)
5.	Wǒ zhù liǎngge xīngqī. (I am staying two weeks.)	Wǒ zhùle liǎngge xīngqī. (I stayed two weeks.)
6.	Tā háizi zhù liùtiān. (His/her child is staying six days.)	Tā háizi zhùle liùtiān. (His/her child stayed six days.)
7.	Tā mèimei zhù liǎngnián. (His/her younger sister is staying two years.)	Tā mèimei zhùle liǎngnián. (His/her younger sister stayed two years.)

H. Transformation Drill

1.	**Speaker**: Tā zhùle sāntiān. (He/she stayed three days.)	**You**: Tā zhùle sāntiān le. (He/she has stayed three days.)
2.	Wǒ zhùle yíge xīngqī. (I stayed one week.)	Wǒ zhùle yíge xīngqī le. (I have stayed one week.)

3.	Tā fùqin zhùle liǎngge yüè. (His/her father stayed two months.)	Tā fùqin zhùle liǎngge yüè le. (His/her father has stayed two months.)
4.	Tā jiějie zhùle shíyītiān. (His/her older sister stayed eleven days)	Tā jiějie zhùle shíyītiān le. (His/her older sister has stayed eleven days.)
5.	Wáng Xiānsheng zhùle yìnián. (Mr. Wáng stayed one year.)	Wáng Xiānsheng zhùle yìnián le. (Mr. Wáng has stayed one year.)
6.	Wáng Tàitai zhùle sānge xīngqī. (Mrs. Wáng stayed three weeks.)	Wáng Tàitai zhùle sānge xīngqī le. (Mrs. Wáng has stayed three weeks.)
7.	Hú Xiǎojiě zhùle qītiān. (Miss Hú stayed seven days.)	Hú Xiǎojiě zhùle qītiān le. (Miss Hú has stayed seven days.)

I. Transformation Drill

Respond by adding xiǎng zhù, zhùle, or zhùle + duration phrase + le to each statement, according to the cue.

1.	Speaker: Tā zhù yìtiān. (cue) hái méi lái (He/she is staying one day.)	You: Tā xiǎng zhù yìtiān. (He/she is planning on staying one day.)
OR	Tā zhù yìtiān. yǐjīng zǒu le (He/she is staying one day.)	Tā zhùle yìtiān. (He/she stayed one day.)
OR	Tā zhù yìtiān. hái zài zhèr (He/she is staying one day.)	Tā zhùle yìtiān le. (He/she has stayed one day.)
2.	Tā zhù liǎngge xīngqī. yǐjīng zǒu le (He/she is staying two weeks.)	Tā zhùle liǎngge xīngqī. (He/she stayed two weeks.)
3.	Tā zhù sāntiān. hái méi lái (He/she is staying three days.)	Tā xiǎng zhù sāntiān. (He/she is planning on staying three days.)
4.	Tā zhù yìnián. hái zài zhèr (He/she is staying one year.	Tā zhùle yìnián le. (He/she has stayed one year.)

5.	Tā zhù wǔge xīngqī. yǐjīng zǒu le (He/she is staying five weeks.)	Tā zhùle wǔge xīngqī. (He/she stayed five weeks.)

J. Transformation Drill

1.	**Speaker**: Tā Xīngqīyī lái, Xīngqīsān zǒu. (He/she is coming on Monday, leaving on Wednesday.)	**You**: Tā xiǎng zhù liǎngtiān. (He/she is planning on staying two days.)
2.	Tā yíyüè lái, Sìyüè zǒu.	Tā xiǎng zhù sānge yüè.
3.	Tā Wǔyüè lái, Qíyüè zǒu.	Tā xiǎng zhù liǎngge yüè.
4.	Tā yíhào lái, liùhào zǒu.	Tā xiǎng zhù wǔtiān.
5.	Tā Liùyüè lái, Shíyüè zǒu.	Tā xiǎng zhù sìge yüè.
6.	Tā Yījiǔqīliùnián lái, Yījiǔqībānián zǒu.	Tā xiǎng zhù liǎngnián.
7.	Tā Xīngqīwǔ lái, xiàge Xīngqīyī zǒu.	Tā xiǎng zhù sāntiān.

K. Transformation Drill

1.	**Speaker**: Tā shi èrhào láide, sìhào zǒude. (He/she came on the second, left on the fourth.)	**You**: Tā zhùle liǎngtiān. (He/she stayed two days.)
2.	Tā shi Yījiǔqīyīnián láide, Yījiǔqīsìnián zǒude.	Tā zhùle sānnián.
3.	Tā shi Sānyüè láide, Wǔyüè zǒude.	Tā zhùle liǎngge yüè.
4.	Tā shi Xīngqīèr láide, Xīngqīliù zǒude.	Tā zhùle sítiān.
5.	Tā shi Jiǔhào láide, Shíyīhào zǒude.	Tā zhùle liǎngtiān.

6.	Tā shi zuótiān láide, jīntiān zǒude.	Tā zhùle yìtiān.
7.	Tā shi shàngge yüè sānshiyīhào láide, zhèige yüè wǔhào zǒude.	Tā zhùle wǔtiān.

L. Transformation Drill

1.	Speaker: Tā míngtiān bù lái. (He/she isn't coming tomorrow.)	(cue) zuótiān	You: Tā zuótiān méi lái. (He/she didn't come yesterday.)
2.	Tā hòutiān bù zǒu.	qiántiān	Tā qiántiān méi zǒu.
3.	Tā míngnián bù lái.	qùnián	Tā qùnián méi lái.
4.	Tā xiàge yüè bù zǒu.	shàngge yüè	Tā shàngge yüè méi zǒu.
5.	Tā xiàge xīngqī bù lái.	shàngge xīngqī	Tā shàngge xīngqī méi lái.
6.	Tā hòunián bù lái.	qiánnián	Tā qiánnián méi lái.
7.	Tā jīntiān bù zǒu.	jīntiān	Tā jīntiān méi zǒu.

M. Transformation Drill

1.	Speaker: Tā lái le ma? (Did he/she come?)	You: Tā láiguo ma? (Has he/she ever been here?)
2.	Tā àiren lái le ma?	Tā àiren láiguo ma?
3.	Tā mǔqin lái le ma?	Tā mǔqin láiguo ma?
4.	Hú Tóngzhì lái le ma?	Hú Tóngzhì láiguo ma?
5.	Tā dìdi lái le ma?	Tā dìdi láiguo ma?
6.	Wáng Dànián lái le ma?	Wáng Dànián láiguo ma?
7.	Zhào Tóngzhì lái le ma?	Zhào Tóngzhì láiguo ma?

N. Response Drill

Give a negative response to each question.

1.	Speaker: Wáng Xiăojiè lái le ma? (Did Miss Wáng come?)	You: Wáng Xiăojiĕ méi lái. (Miss Wáng didn't come.)
2.	Lín Xiānsheng lái le ma?	Lín Xiānsheng méi lái.
3.	Liú Tàitai lái le ma?	Liú Tàitai méi lái.
4.	Tā lái le ma?	Tā méi lái.
5.	Huáng Xiānsheng lái le ma?	Huáng Xiānsheng méi lái.
6.	Chén Xiăojiĕ lái le ma?	Chén Xiăojiĕ méi lái.
7.	Sūn Tàitai lái le ma?	Sūn Tàitai méi lái.

O. Response Drill

Give a negative response to each question.

1.	Speaker: Tā láiguo ma? (Has he/she ever been here?)	You: Tā méi láiguo. (He/she has never been here.)
2.	Tā àiren láiguo ma?	Tā àiren méi láiguo.
3.	Tā nánháizi láiguo ma?	Tā nánháizi méi láiguo.
4.	Tāmen háizi dōu láiguo ma?	Tāmen háizi dōu méi láiguo.
5.	Tā dìdi láiguo ma?	Tā dìdi méi láiguo.
6.	Tā jiĕjie láiguo ma?	Tā jiĕjie méi láiguo.
7.	Tā mŭqin láiguo ma?	Tā múqin méi láiguo.

UNIT 7

INTRODUCTION

Topics Covered in This Unit

1. Where someone works.
2. Where and what someone has studied.
3. What languages someone can speak.
4. Auxiliary verbs.
5. General objects.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 7D-1 tape.

REFERENCE LIST

(in Taipei)

1.	A:	Nín zài náli gōngzuò?	Where do you work?
	B:	Wǒ zài Měiguo Guówùyüàn gōngzuò.	I work with the State Department.
2.	A:	Nín zài náli gōngzuò?	Where do you work?
	B:	Wǒ shi xüésheng.	I'm a student.
3.	A:	Nín lái zuò shénme?	What did you come here to do?
	B:	Wǒ lái niàn shū.	I came here to study.
4.	A:	Òu, wǒ yě shi xüésheng.	Oh, I'm a student too.
	B:	Qǐngwèn, nǐ niàn shénme?	May I ask, what are you studying?
	A:	Wǒ niàn lìshǐ.	I'm studying history.
5.	A:	Kē Xiānsheng, nǐ niàn shénme?	What are you studying, Mr. Cook?
	B:	Wǒ zài zhèli xüé Zhōngwén.	I'm studying Chinese here.
6.	B:	Qǐngwèn, nǐ xüéguo Yīngwén ma?	May I ask, have you ever studied English?
	A:	Xüéguo.	Yes.
7.	B:	Qǐngwèn, nǐ huì shuō Yīngwén ma?	May I ask, can you speak English?
	A:	Wǒ huì shuō yìdiǎn.	I can speak a little.
8.	A:	Nǐ tàitai yě huì shuō Zhōngguo huà ma?	Can your wife speak Chinese too?
	B:	Bú huì, tā bú huì shuō.	No, she can't.
9.	A:	Nǐde Zhōngguo huà hěn hǎo.	Your Chinese is very good.
	B:	Náli, náli. Wǒ jiù huì shuō yìdiǎn.	Not at all, not at all. I can speak only a little.
10.	A:	Nǐ shi zài náli xüéde?	Where did you study it?
	B:	Wǒ shi zài Huáshèngdùn xüéde.	I studied it in Washington.
11.	B:	Nǐ shi zài dàxüé xüéde Yīngwén ma?	Did you study English at college?
	A:	Shìde, wǒ shi zài Táiwān Dàxüé xüéde Yīngwén.	Yes, I studied English at Taiwan University.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

12.	jīngjixüé	economics
13.	Rìwén	Japanese language
14.	wénxüé	literature
15.	zhèngzhixüé	political science
16.	nán	to be difficult
17.	róngyi	to be easy
18.	xüéxí (xüéxi)	to study, to learn (PRC)

VOCABULARY

dàxüé	university
huà	language, words
Huáshèngdùn	Washington
huì	to know how to, can
jīngjixüé	economics
lìshĭ	history
Mĕiguo Guówùyüàn	U.S. Department of State
nán	to be difficult
niàn (shū)	to study
Rìwén	Japanese language
róngyi	to be easy
shuō (huà)	to speak, to talk
wénxüé	literature
xüé	to study
xüéshēng (xüésheng)	student
xüéxí (xüéxi)	to study, to learn (PRC)
yìdiăn	a little
Yīngwén	English
zhèngzhixüé	political science
Zhōngwén	Chinese
zuò	to do

(introduced on C-2 and P-2 tapes)

shénme dìfang	where, what place

REFERENCE NOTES

1.	A:	Nín zài náli gōngzuò?	Where do you work?
	B:	Wŏ zài Mĕiguo Guówùyüàn gōngzuò.	I work with the State Department.
2.	A:	Nín zài náli gōngzuò?	Where do you work?
	B:	Wŏ shi xüésheng.	I'm a student.

Note on Nos. 1-2

Zài Mĕiguo Guówùyüàn gōngzuò means either "work at the State Department" (i.e., at main State in Washington, D.C.) or "work in the organization of the State Department" (no matter where assigned). Here the expression is translated loosely as "work with the State Department," meaning "in the organization."

3.	A:	Nín lái zuò shénme?	What did you come here to do?
	B:	Wŏ lái niàn shū.	I came here to study.
4.	A:	Òu, wŏ yĕ shi xüésheng.	Oh, I'm a student too.
	B:	Qĭngwèn, nĭ niàn shénme?	May I ask, what are you studying?
	A:	Wŏ niàn lìshĭ.	I'm studying history.

Notes on Nos. 3-4

Purpose: When lái, "to come," is followed by another verb, the second verb expresses the purpose of the subject's coming. The "purpose of coming" may be emphasized by the shi...de construction, with the marker shi before the verb lái: Wŏ shi lái niàn shūde, "I came to study."

Niàn shū: Niàn by itself means "to read aloud." When followed by an object, the expression means "to study." Shū is "book(s)," but niàn shū simply means "to study." Shū is used as a general object, standing for whatever is being studied.

Niàn lìshĭ: When you are talking about studying a particular subject, niàn is followed by the name of that subject rather than by the general object shū.

To have the meaning "to study," niàn must be followed by either the general object shū or a specific object such as the name of a subject.

Verb types: *Zuò*, "to do," and *niàn (shū)*, "to study," are action verbs. Both are made negative with *bù* when referring to actions not yet finished. Both may take completion *le* or its negative *méi*.

Tā bú niàn shū.	He doesn't study.
Tā méi niàn shū.	He didn't study.
Tā yǐjīng niàn shū le.	He has already studied.

5.	A:	Kē Xiānsheng, nǐ niàn shénme?	What are you studying, Mr. Cook?
	B:	Wǒ zài zhèli xüé Zhōngwén.	I'm studying Chinese here.
6.	B:	Qǐngwèn, nǐ xüéguo Yīngwén ma?	May I ask, have you ever studied English?
	A:	Xüéguo.	Yes.

Notes on Nos. 5-6

Xüé, "to study" (an action verb): You will recognize *xüé* from the word for "student," *xüésheng*. *Xüé* may refer to acquiring either knowledge or a skill. For example, you can *xüé* history, economics, a language, piano, and tennis. On the other hand, *niàn* is used for "study" in the sense of taking a course or courses in a field of knowledge. *Niàn* is not used for a skill.

In some contexts, the verb *xüé* means "to learn." The following sentence may be interpreted two ways, depending on the situation.

Wǒ zài Měiguo yǐjīng xüéguo.		I learned it in America. (e.g., how to use chopsticks)
	OR	I studied it in America. (e.g., the Chinese language)

Zhōngwén is used for either the Chinese spoken language or the written language, including literature. In general, use *xüé* for "learning" to speak Chinese and *niàn* for "studying" Chinese literature.

7.	B:	Qǐngwèn, nǐ huì shuō Yīngwén ma?	May I ask, can you speak English?
	A:	Wǒ huì shuō yìdiǎn.	I can speak a little.
8.	A:	Nǐ tàitai yě huì shuō Zhōngguo huà ma?	Can your wife speak Chinese too?
	B:	Bú huì, tā bú huì shuō.	No, she can't.

Notes on Nos. 7-8

Huì, "to know how to," "can," is an auxiliary verb. It is used before the main verb to express an attitude toward the action or to express the potential of action. Xiǎng, "to want to," "would like to," is also an auxiliary verb. "Should," "must," and "may" are other examples of auxiliary verbs. All auxiliary verbs in Chinese are state verbs, which means that bù is always used to make them negative. Auxiliary verbs never take the aspect marker le for completed action, regardless of whether you are talking about past, present, or future.

Tā qùnián bú huì shuō Yīngwén.	He couldn't speak English last year.

When the marker le is used, it is the aspect marker for new situations.

Tā qùnián bú huì shuō Yīngwén, xiànzài huì le.	Last year he couldn't speak English, but now he can.

Wǒ huì shuō yìdiǎn, "I can speak a little": The word yìdiǎn, literally "a dot," functions as a noun. It is used in a sentence to mean "a little bit" where a noun object, such as Yīngwén, "English," might be used. Yìdiǎn may not be used directly after an auxiliary verb, which must be followed by another verb.

Shuō, "to speak," "to talk," is another example of a verb which must always have an object.* Shuō must be followed by either

(1) the general object huà, "words," in which case the meaning of shuō huà is simply "to speak," "to talk," as in Tā hái méi shuō huà, "He hasn't yet spoken"

OR

(2) a specific object such as the name of a language.

Bú huì: The short yes/no answer to a question containing the auxiliary verb huì is formed with huì rather than with the main verb.

Zhōngguo huà: This expression refers only to the spoken language, in contrast to Zhōngwén, which refers to both the spoken and written language.

9.	A:	Nǐde Zhōngguo huà hěn hǎo.	Your Chinese is very good.
	B:	Náli, náli. Wǒ jiù huì shuō yìdiǎn.	Not at all, not at all. I can speak only a little.

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*See also the note on niàn shū, under exchange 3.

Notes on No. 9

Literally, *náli* means "where." As a reply to a compliment, we have translated *náli* as "not at all." In China, it has traditionally been considered proper and a matter of course to deny any compliment received, no matter how much truth there is to it. Many people still regard *xièxie*, "thank you," as an immodest reply to a compliment, since that would amount to agreeing that the compliment was completely correct.

Jiù, "only": As was noted in Unit 3, notes on Nos. 8-9, *jiù* meaning "only" is not as widely understood as *zhĭ*. The last sentence in exchange 9 could just as well be *Wŏ zhĭ huì shuō yĭdiăn*.

10.	A:	Nĭ shi zài náli xüéde?	Where did you study it?
	B:	Wŏ shi zài Huáshèngdùn xüéde.	I studied it in Washington.
11.	B:	Nĭ shi zài dàxüé xüéde Yĭngwén ma?	Did you study English at college?
	A:	Shìde, wŏ shi zài Táiwān Dàxüé xüéde Yĭngwén.	Yes, I studied English at Taiwan University.

Note on Nos. 10-11

In the Peking dialect of Standard Chinese, which is the model for grammatical patterns presented in this course, the -*de* of a *shi...de* construction comes between the verb and its object. The object, therefore, is outside the *shi...de* construction. Compare "I studied here" with "I studied English here":

Wŏ	*shi*	zài zhèr	xüé	-de.	
Wŏ	*shi*	zài zhèr	xüé	-de	Yĭngwén.

However, you may hear some Standard Chinese speakers who place the object inside the *shi...de* construction.

DRILLS

A. Response Drill

1.	**Speaker**: Tā zài náli gōngzuò? (cue) Guówùyüàn (Where does he/she work?)	**You**: Tā zài Guówùyüàn gōngzuò. (He/she works with the State Department.)
2.	Tā zài náli gōngzuò? yóuzhèngjú (Where does he/she work?)	Tā zài yóuzhèngjú gōngzuò. (He/she works at the post office.)
3.	Tā zài náli gōngzuò? yínháng (Where does he/she work?)	Tā zài yínháng gōngzuò. (He/she works at a bank.)
4.	Tā zài náli gōngzuò? Wǔguānchù (Where does he/she work?)	Tā zài Wǔguānchù gōngzuò. (He/she works at the defense attache's office.)
5.	Tā zài náli gōngzuò? Guóbīn Dàfàndiàn (Where does he/she work?)	Tā zài Guóbīn Dàfàndiàn gōngzuò. (He/she works at the Ambassador Hotel.)
6.	Tā zài náli gōngzuò? Běijīng Fàndiàn (Where does he/she work?)	Tā zài Běijīng Fàndiàn gōngzuò. (He/she works at the Běijīng Hotel.)
7.	Tā zài náli gōngzuò? Mínzú Fàndiàn (Where does he/she work?)	Tā zài Mínzú Fàndiàn gōngzuò. (He/she works at the Nationalities Hotel.)

B. Expansion Drill

1.	**Speaker**: Tā shi xüésheng, tā xüé Zhōngwén. (cue) zhèli (He/she is a student; he/she studies Chinese.)	**You**: Tā shi xüésheng, tā zài zhèli xüé Zhōngwén. (He/she is a student; he/she studies Chinese here.)
2.	Tā shi xüésheng, tā xüé Zhōngguo huà. nàli	Tā shi xüésheng, tā zài nàli xüé Zhōngguo huà.
3.	Tā shi xüésheng, tā niàn shénme? zhèli	Tā shi xüésheng, tā zài zhèli niàn shénme?

4.	Tā shi xüésheng, tā niàn lìshǐ. náli?	Tā shi xüésheng, tā zài náli niàn lìshǐ?
5.	Tā shi xüésheng, tā niàn wénxüé. zhèli	Tā shi xüésheng, tā zài zhèli niàn wénxüé.
6.	Tā shi xüésheng, tā xüé Fàwén. nàli	Tā shi xüésheng, tā zài nàli xüé Fàwén.
7.	Tā shi xüésheng, tā xüé shénme? zhèli	Tā shi xüésheng, tā zài zhèli xüé shénme?

C. Response Drill

1.	Speaker: Qǐngwèn, tā niàn shénme? (cue) jīngjixüé (May I ask, what is he/she studying?)	You: Tā niàn jīngjixüé. (He/she is studying economics.)
2.	Qǐngwèn, Wáng Dànián niàn shénme? wénxüé (May I ask, what is Wáng Dànián studying?)	Tā niàn wénxüé. (He is studying literature.)
3.	Qǐngwèn, Fāng Xiǎojiě niàn shénme? Zhōngguo wénxüé (May I ask, what is Miss Fāng studying?)	Tā niàn Zhōngguo wénxüé. (She is studying Chinese literature.)
4.	Qǐngwèn, tā mèimei niàn shénme? zhèngzhixüé (May I ask, what is his/her younger sister studying?)	Tā niàn zhèngzhixüé. (She is studying political science.)
5.	Qǐngwèn, tā àiren niàn shénme? lìshǐ (May I ask, what is his/her spouse studying?)	Tā niàn lìshǐ. (He/she is studying history.)
6.	Qǐngwèn, Sūn Huìrán niàn shénme? Zhōngguo lìshǐ (May I ask, what is Sūn Huìrán studying?)	Tā niàn Zhōngguo lìshǐ. (She is studying Chinese history.)
7.	Tā nánháizi niàn shénme? jīngjixüé (What is his/her son studying?)	Tā niàn jīngjixüé. (He is studying economics.)

D. Transformation Drill

1.	Speaker: Wáng Xiānsheng niàn lìshǐ. (Mr. Wáng is studying history.)	You: Wáng Xiānsheng lái niàn lìshǐ. (Mr. Wáng is coming to study history.)
2.	Mǎ Xiānsheng niàn wénxüé.	Mǎ Xiānsheng lái niàn wénxüé.
3.	Zhāng Xiānsheng niàn jīngjixüé.	Zhāng Xiānsheng lái niàn jīngjixüé.
4.	Lǐ Xiānsheng niàn Rìwén.	Lǐ Xiānsheng lái niàn Rìwén.
5.	Tā niàn lìshǐ.	Tā lái niàn lìshǐ.
6.	Hú Xiānsheng niàn Yīngwén.	Hú Xiānsheng lái niàn Yīngwén.
7.	Chén Xiānsheng niàn Fàwén.	Chén Xiānsheng lái niàn Fàwén.

E. Response Drill

1.	Speaker: Sūn Tóngzhì lái zuò shénme? (cue) gōngzuò (What did Comrade Sūn come to do?)	You: Tā lái gōngzuò. (He/she is coming to work.)
2.	Mǎ Tóngzhì lái zuò shénme? niàn shū	Tā lái niàn shū.
3.	Chén Tóngzhì lái zuò shénme? xüé Rìwén	Tā lái xüé Rìwén.
4.	Tā lái zuò shénme? niàn lìshǐ	Tā lái niàn lìshǐ.
5.	Huáng Xiānsheng lái zuò shénme? niàn zhèngzhixüé	Tā lái niàn zhèngzhixüé.
6.	Qián Tóngzhì lái zuò shénme? xüé Yīngwén	Tā lái xüé Yīngwén.
7.	Tā lái zuò shénme? gōngzuò	Tā lái gōngzuò.

F. Response Drill

1.	Speaker: Qǐngwèn, tā lái niàn shū ma? (May I ask, did he/she come to study?)*	You: Duì le, tā lái niàn shū. (That's right, he/she came to study.)
2.	Qǐngwèn, tā lái niàn Zhōngwén ma?	Duì le, tā lái niàn Zhōngwén.
3.	Qǐngwèn, tā lái niàn jīngjixüé ma?	Duì le, tā lái niàn jīngjixüé.
4.	Qǐngwèn, tā mèimei lái niàn Yīngwén ma?	Duì le, tā lái niàn Yīngwén.
5.	Qǐngwèn, Chén Xiānsheng lái niàn zhèngzhixüé ma?	Duì le, tā lái niàn zhèngzhixüé.
6.	Qǐngwèn, Wáng Xiānsheng lái xüé Fàwén ma?	Duì le, tā lái xüé Fàwén.
7.	Qǐngwèn, Zhāng Xiǎojiě lái xüé Rìwén ma?	Duì le, tā lái xüé Rìwén.

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*All these sentences could be translated with "is coming" instead of "did come."

G. Response Drill

1.	Speaker: Tā shi zài dàxüé xüéde Zhōngwén ma? (Did he/she study Chinese in college?)	You: Shìde, tā shi zài dàxüé xüéde Zhōngwén. (Yes, he/she studied Chinese in college.)
2.	Tā shi zài Měiguo xüéde Zhōngwén ma?	Shìde, tā shi zài Měiguo xüéde Zhōngwén.
3.	Tā shi zài Táiwān Dàxüé niànde Yīngwén ma?	Shìde, tā shi zài Táiwān Dàxüé niànde Yīngwén.
4.	Tā shi zài Měiguo niànde lìshǐ ma?	Shìde, tā shi zài Měiguo niànde lìshǐ.
5.	Tā shi zài Jiāzhōu niànde zhèngzhixüé ma?	Shìde, tā shi zài Jiāzhōu niànde zhèngzhixüé.

6.	Tā shi zài Zhōngguo niànde Zhōngguo wénxüé ma?	Shìde, tā shi zài Zhōngguo niànde Zhōngguo wénxüé.
7.	Tā shi zài Huáshèngdùn niànde jǐngjixüé ma?	Shìde, tā shi zài Huáshèngdùn niànde jǐngjixüé.

H. Response Drill

Give negative responses to all the questions, and complete your answers according to the cues.

1.	Speaker: Tā shi zài Zhōngguo xüéde Zhōngguo huà ma? (cue) Měiguó (Did he/she study Chinese in China?)	You: Bú shi, tā shi zài Měiguo xüéde Zhōngguo huà. (No, he/she studied Chinese in America.)
2.	Tā shi zài Měiguo niànde Fàwén ma? Jiānádà	Bú shi, tā shi zài Jiānádà niànde Fàwén.
3.	Tā shi zài Táiwān Dàxüé niànde zhèngzhixüé ma? Měiguo Dàxüé	Bú shi, tā shi zài Měiguo Dàxüé niànde zhèngzhixüé.
4.	Tā shi zài Yǐngguo niànde Yǐngguo wénxüé ma? Měiguo Dàxüé	Bú shi, tā shi zài Měiguo Dàxüé niànde Yǐngguo wénxüé.
5.	Tā shi zài Jiāzhōu niànde jǐngjixüé ma? Táiwān Dàxüé	Bú shi, tā shi zài Táiwān Dàxüé niànde jǐngjixüé.
6.	Tā shi zài Zhōngguo niànde Zhōngguo lìshǐ ma? Jiāzhōu Dàxüé	Bú shi, tā shi zài Jiāzhōu Dàxüé niànde Zhōngguo lìshǐ.
7.	Tā shi zài Jiānádà niànde Zhōngwén ma? Táiwān	Bú shi, tā shi zài Táiwān niànde Zhōngwén.

I. Response Drill

Give a negative or an affirmative response to each question, according to the cues.

1.	Speaker: Tā shi zài Huáshèngdùn xüéde Zhōngguo huà ma? (cue) Huáshèngdùn (Did he/she study Chinese in Washington?)	You: Shìde, tā shi zài Huáshèngdùn xüéde Zhōngguo huà. (Yes, he/she studied Chinese in Washington.)

OR	Tā shi zài Táiwān Dàxüé niànde Zhōngguo lìshǐ ma? (cue) Měiguo Dàxüé (Did he/she study Chinese history at Taiwan University?)	Bú shi, tā shi zài Měiguo Dàxüé niànde Zhōngguo lìshǐ. (No, he/she studied Chinese history at American University.)
2.	Tā shi zài dàxüé xüéde Zhōngwén ma? dàxüé	Shìde, tā shi zài dàxüé xüéde Zhōngwén.
3.	Tā shi zài Táiwān Dàxüé niànde Zhōngguo wénxüé ma? Jiāzhōu Dàxüé	Bú shi, tā shi zài Jiāzhōu Dàxüé niànde Zhōngguo wénxüé.
4.	Tā shi zài Měiguo Dàxüé niànde wénxüé ma? Měiguo Dàxüé	Shìde, tā shi zài Měiguo Dàxüé niànde wénxüé.
5.	Tā shi zài Jiāzhōu Dàxüé niànde zhèngzhixüé ma? Táiwān Dàxüé	Bú shi, tā shi zài Táiwān Dàxüé niànde zhèngzhixüé.
6.	Tā shi zài Fàguo niànde Fàwén ("French") ma? Měiguó	Bú shi, tā shi zài Měiguo niànde Fàwén.

J. Substitution Drill

1.	Speaker: Nǐ huì shuō Yīngwén ma? (cue) Déwén (Can you speak English?)	You: Nǐ huì shuō Déwén ma? (Can you speak German?)
2.	Nǐ huì shuō Déwén ma? Rìwén	Nǐ huì shuō Rìwén ma?
3.	Nǐ huì shuō Rìwén ma? Fàwén	Nǐ huì shuō Fàwén ma?
4.	Nǐ huì shuō Fàwén ma? Zhōngguo huà	Nǐ huì shuō Zhōngguo huà ma?
5.	Nǐ huì shuō Zhōngguo huà ma? Déguo huà	Nǐ huì shuō Déguo huà ma?
6.	Nǐ huì shuō Déguo huà ma?	

K. Combination Drill

1.	Speaker: Wǒ xüé Zhōngwén. (I'm studying Chinese.)	(cue) Rìwén	You: Wǒ xüé Zhōngwén, wǒ yě xüé Rìwén. (I'm studying Chinese, and I'm studying Japanese too.)
OR	Wǒ xüé Zhōngwén. (I'm studying Chinese.)	(cue) tā	Wǒ xüé Zhōngwén, tā yě xüé Zhōngwén. (I'm studying Chinese; he/she is studying Chinese too.)
2.	Tā xüé Fàwén.	Déwén	Tā xüé Fàwén, tā yě xüé Déwén.
3.	Wǒ xüé Fàwén.	tā	Wǒ xüé Fàwén, tā yě xüé Fàwén.
4.	Wǒ xüé zhèngzhixüé.	tā	Wǒ xüé zhèngzhixüé, tā yě xüé zhèngzhixüé.
5.	Wǒ xüé zhèngzhixüé.	jīngjixüé	Wǒ xüé zhèngzhixüé, wǒ yě xüé jīngjixüé.
6.	Wǒ xüé wénxüé.	lìshǐ	Wǒ xüé wénxüé, wǒ yě xüé lìshǐ.

L. Combination Drill

1.	Speaker: Lín Xiānsheng zài Huáshèngdùn. Tā xüéguo Fàwén. (Mr. Lín was in Washington. He studied French.)	You: Lín Xiānsheng zài Huáshèngdùn xüéguo Fàwén. (Mr. Lín studied French in Washington.)
2.	Huáng Xiǎojiě zài Měiguo. Tā niànguo zhèngzhixüé. (Miss Huáng was in America. She studied political science.)	Huáng Xiǎojiě zài Měiguo niànguo zhèngzhixüé. (Miss Huáng studied political science in America.)
3.	Liú Tàitai zài Jiāzhōu Dàxüé. Tā niànguo jīngjixüé. (Mrs. Liú was at the University of California. She studied economics.)	Liú Tàitai zài Jiāzhōu Dàxüé niànguo jīngjixüé. (Mrs. Liú studied economics at the University of California.)
4.	Sòng Xiānsheng zài Měiguó. Tā niànguo lìshǐ. (Mr. Sòng was in America. He studied history.)	Sòng Xiānsheng zài Měiguo niànguo lìshǐ. (Mr. Sòng studied history in America.)

5.	Tā zài Běijīng. Tā xüéguo Zhōngwén. (He/she was in Běijīng. He/she studied Chinese.)	Tā zài Běijīng xüéguo Zhōngwén. (He/she studied Chinese in Běijīng.)
6.	Sūn Xiǎojiě zài Jiānádà. Tā niànguo Yīngguo wénxüé. (Miss Sūn was in Canada. She studied English literature.)	Sūn Xiǎojiě zài Jiānádà niànguo Yīngguo wénxüé. (Miss Sūn studied English literature in Canada.)
7.	Tā zài Zhōngguo. Tā niànguo Zhōngguo wénxüé. (He/she was in China. He/she studied Chinese literature.)	Tā zài Zhōngguo niànguo Zhōngguo wénxüé. (He/she studied Chinese literature in China.)

M. Response Drill

Give an affirmative or a negative response to each question, according to the cues.

1.	Speaker:	Nǐ huì shuō Yīngwén ma? (cue) xüéguo (Can you speak English?)	You: Wǒ huì shuō yìdiǎn. (I can speak a little.)
	OR	Nǐ huì shuō Yīngwén ma? (cue) méi xüéguo (Can you speak English?)	Wǒ bú huì shuō. (I can't speak it.)
2.		Nǐ huì shuō Zhōngwén ma? xüéguo	Wǒ huì shuō yìdiǎn.
3.		Tā huì shuō Déwén ma? méi xüéguo	Tā bú huì shuō.
4.		Nǐ huì shuō Rìwén ma? xüéguo	Wǒ huì shuō yìdiǎn.
5.		Tā huì shuō Yīngguo huà ma? xüéguo	Tā huì shuō yìdiǎn.
6.		Nǐ huì shuō Fàwén ma? méi xüéguo	Wǒ bú huì shuō.

N. Response Drill

Give an affirmative or a negative response to each question, according to the cues.

1.	Speaker: Tā huì shuō Zhōngguo huà ma? (cue) xüéguo (Can he/she speak Chinese?)	You: Huì, tā huì shuō Zhōngguo huà. (Yes, he/she can speak Chinese.)
OR	Tā huì shuō Zhōngguo huà ma? (cue) méi xüéguo (Can he/she speak Chinese?)	Bú huì, tā bú huì shuō Zhōngguo huà. (No, he/she can't speak Chinese.)
2.	Tā àiren huì shuō Fàwén ma? xüéguo	Huì, tā àiren huì shuō Fàwén.
3.	Tā fùqin huì shuō Rìwén ma? méi xüéguo	Bú huì, tā fùqin bú huì shuō Rìwén.
4.	Lǐ Tóngzhì huì shuō Déwén ma? méi xüéguo	Bú huì, Lǐ Tóngzhì bú huì shuō Déwén.
5.	Wáng Tóngzhì huì shuō Yǐngwén ma? xüéguo	Huì, Wáng Tóngzhì huì shuō Yǐngwén.
6.	Chén Tóngzhì huì shuō Fàwén ma? xüéguo	Huì, Chén Tóngzhì huì shuō Fàwén.

UNIT 8

INTRODUCTION

Topics Covered in This Unit

1. More on duration phrases.
2. The marker le for new situations in negative sentences.
3. Military titles and branches of service.
4. The marker ne.
5. Process verbs.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 8D-1 tape.

REFERENCE LIST

(in Taipei)

1.	B:	Nǐ jīntiān hái yǒu kè ma?	Do you have any more classes today?
	A:	Méiyou kè le.	I don't have any more classes.
2.	A:	Nǐ cóngqián niàn Yīngwén niànle duō jiǔ?	How long did you study English?
	B:	Wǒ niàn Yīngwén niànle liùnián.	I studied English for six years.
3.	A:	Nǐ xiànzài niàn shénme ne?	What are you studying now?
	B:	Wǒ niàn Fàwén ne.	I'm studying French.
4.	A:	Nǐ niàn Fàwén niànle duō jiǔ le?	How long have you been studying French?
	B:	Wǒ niànle yìnián le.	I've been studying it for one year.
5.	B:	Nǐ huì xiě Zhōngguo zì ma?	Can you write Chinese characters?
	A:	Huì yìdiǎn.	I can a little.
6.	A:	Qùnián wǒ hái bú huì xiě.	Last year I couldn't write them.
	A:	Xiànzài wǒ huì xiě yìdiǎn le.	Now I can write a little.
7.	A:	Nǐ fùqin shi jūnrén ma?	Is your father a military man?
	B:	Shì, tā shi hǎijūn jūnguān.	Yes, he's a naval officer.
8.	B:	Wǒ jīntiān bù lái le.	I'm not coming today.
	B:	Wǒ bìng le.	I'm sick.
9.	A:	Jīntiān hǎo le méiyou?	Are you better today? (Are you recovered?)
	B:	Jīntiān hǎo le.	Today I'm better.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

10.	kōngjūn	air force
11.	lùjūn	army
12.	shìbīng	enlisted man
13.	zuò shì	to work
14.	Déwén	German language

VOCABULARY

bìng	to become ill
Déwén	German language
Fàwén (Fǎwén)	French language
hǎijǖn	navy
jǖnguān	military officer
jǖnrén	military person
kè	class
kōngjǖn	air force
lùjǖn	army
shìbīng	enlisted man
xiě	to write
zì	character
zuò shì	to work

REFERENCE NOTES

1. B:	Nǐ jīntiān hái yǒu kè ma?	Do you have any more classes today?
A:	Méiyou kè le.	I don't have any more classes.

Notes on No. 1

Hái, "additionally," "also": You have already learned the word hái used as an adverb meaning "still." In this exchange you learn a second way to use hái.

Nǐ hái xiǎng zǒu ma?	Do you still want to leave?
Nǐ hái yào xüé shénme?	What else do you want to study?

Méiyou...le: You will remember that in the negative of a completed action, méi or méiyou replaces the completion marker le--is never used together with it.

Tā		lái	le.	(He came)
Tā	méi(you)	lái.		(He did not come)

In the sentence Méiyou kè le, le is a new-situation marker, and méiyou is simply the negative of the full verb yǒu. (Remember that the verb yǒu is always made negative with mei, never with bù.)

Tā		yǒu kè	le.	(Now he has class. [Due to a change in the schedule, he now has class at this time.])
Tā	méi-	yǒu kè	le.	(He doesn't have any more classes.)

Bù...le/méiyou...le: When the marker le for new situations is used with a negative verb, there are two possible meanings: one is that something that was supposed to happen is now not going to happen; the other is that something that was happening is not happening anymore. Thus the following sentence is ambiguous:

Tā bù lái le.	He is not coming now. [Either he was expected to come but changed his mind, or he used to come at this time but now has stopped.]

In the context of a conversation, the meaning of the sentence would become clear. Here are more examples with the "anymore" meaning:

Tā bú niàn shū le.	He is not going to study anymore. [He will no longer attend college.]
Tā bú shi wǒde péngyou le.	He is not my friend anymore.
Méiyou le.	There is no more.

2.	A:	Nǐ cóngqián niàn Yīngwén niànle duó jiǔ?	How long did you study English?
	B:	Wǒ niàn Yīngwén niànle liùnián.	I studied English for six years.

Note on No. 2

More on duration: In Unit 6 of this module, you learned to express duration in a sentence with no object (Wǒ zài Xiānggǎng zhùle liùge yüè le). In this unit, you learn one way to express the duration of an activity which involves using both a verb and an object (e.g., "studying economics"). In such cases, the verb appears twice in the sentence: first when the object is stated, and again when the duration is stated.

Tā niàn jīngjixüé, niànle yìnián.	He studied economics for one year.
Tā xüé Zhōngguo huà, xüéle sānge yüè le.	He has been studying Chinese for three months.

Notice that aspect markers do not occur after the first verb in each sentence, but only after the second verb and at the end of the second sentence.

3.	A:	Nǐ xiànzài niàn shénme ne?	What are you studying now?
	B:	Wǒ niàn Fàwén ne.	I'm studying French.

Note on No. 3

Ne is an aspect marker used to emphasize the fact that something is in progress. With action verbs, ne indicates that the action is going on. With state verbs, ne shows that the state exists. With some process verbs, ne indicates that the process is going on. Ne may not be used with certain process verbs. (See also notes on No. 8, about verbs.)

4.	A: Nĭ niàn Fàwén niànle duó jiŭ le?	How long have you been studying French?
	B: Wŏ niànle yìnián le.	I've been studying it for one year.
5.	B: Nĭ huì xiĕ Zhōngguo zì ma?	Can you write Chinese characters?
	A: Huì yìdiăn.	I can a little.

Notes on Nos. 4-5

Xiĕ Zhōngguo zì: The verb xiĕ, "to write," can occur with specific objects, such as Zhōngguo zì, as well as with the general object zì. The combination xiĕ zì can mean either "to write characters" or simply "to write."

Tā xiăng xüé xiĕ Zhōngguo zì.	He wants to learn to write Chinese characters.
Xiăo dìdi sìsuì le, yĭjīng huì xiĕ zì le.	Little younger brother is four years old and already can write.

In the reply Huì yìdiăn, huì is used as a main verb--not as an auxiliary verb, as in the question. As a main verb, huì means "to have the skill of," "to have the knowledge of," "to know."

Wŏ huì Yīngwén.	I know English.

6.	A: Qùnián wŏ hái bú huì xiĕ.	Last year I couldn't write them.
	A: Xiànzài wŏ huì xiĕ yìdiăn le.	Now I can write a little.

Notes on No. 6

Qùnián wŏ hái bú huì xiĕ: Notice that here it is the auxiliary verb huì, not the verb xiĕ, that is made negative. Auxiliary verbs such as huì and xiăng are STATE verbs and so are made negative with the prefix bù, regardless of whether the context is past, present, or future.

Xiànzài wŏ huì xiĕ yìdiăn le: The marker used is le for new situations. It is always placed at the end of a sentence.

The time word xiànzài comes at the beginning of the sentence here. Most time words of more than one syllable may come either before or after the subject, but in either case before the verb.

7.	A: Nĭ fùqin shi jūnrén ma?	Is your father a military man?
	B: Shì, tā shi hăijūn jūnguān.	Yes, he's a naval officer.
8.	B: Wŏ jīntiān bù lái le.	I'm not coming today.
	B: Wŏ bìng le.	I'm sick.

Notes on Nos. 7-8

The verb bìng, "to get sick," "to become ill," is a process verb; that is, the activity described includes some changes in the situation. Process verbs tell of an action which has caused a change from one state to another, as from whole to broken ("to break") and from frozen to melted ("to melt"). Bìng is typical of process verbs: not only is an action described (coming down with an illness) but also a resulting state (being ill). Because of this typical combination, process verbs are sometimes thought of as combining the semantic characteristics of action and state verbs.

One of the main purposes of talking about verbs in terms of action, state, and process is to draw attention to the fact that the Chinese way of expressing something may not correspond to the English. For instance, "I am sick" in Chinese is Wŏ bìng le ("I have gotten sick"). For "I am not sick," you say Wŏ méi bìng ("I didn't get sick").

Process verbs are always made negative with méi, regardless of whether you are referring to past, present, or future.

Nĭ bìng le méiyou?	Are you sick?
Méiyou. Wŏ méi bìng.	No. I'm not sick.

(State verbs are always made negative with bù.)

Another reason for putting verbs into categories according to the type of meaning is to discover how verbs behave in sentences. Knowing whether a verb is in the action, state, or process category, you will know what aspect markers and negatives may be used with that verb. In the following charts, a check mark means that this combination of verb and aspect occurs in the language.

		ASPECT MARKERS		
		completion le	combined le	new-situation le
VERBS	ACTION	✓	✓	✓
	STATE			✓
	PROCESS	✓	✓	✓

Examples:*

ACTION	Tā zuótiān gōngzuò le.	He worked yesterday. (completion le)
	Tā yĭjīng lái le.	He has already come. (combined le)
	Gēge xiànzài niàn dàxüé le.	Older brother goes to college now. (new-situation le)**
STATE	Tā xiànzài huì xiĕ zì le.	He can write now. (new-situation le)
PROCESS	Tā zuótiān bìng le.	He got sick yesterday. (completion le)
	Tā xiànzài bìng le.	He is sick. (combined le)
	Tā bìngle yíge yüè le.	He has been sick for one month now. (new-situation le and completion le)

VERBS

		ACTION	STATE	PROCESS
	bù	✓	✓	
NEGATION	méi(you)--negation of completion le	✓		✓
	hái méi--negation of combined le	✓		✓

Examples:

ACTION	Tā bú niàn shū.	He doesn't (isn't going to) study.
	Tā méi niàn shū.	He didn't study.
	Tā hái méi niàn shū.	He hasn't studied yet.
STATE	Tā qŭnián bù xiăng niàn shū.	Last year, she didn't want to study.

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*Most of the time you can figure out from a verb's meaning the semantic category in which that verb belongs. However, process verbs may not be so predictable.

**In affirmative sentences containing action verbs, the marker le for new situations is used to describe a change in a general habit.

PROCESS	Tā jīntiān méi bìng.	He is not sick today.
	Tā hái méi hǎo.	He hasn't yet recovered.

Notice that only action verbs use the whole range of negatives to mark the negative of future or present action, completed action, or new situations. State verbs use the negative prefix *bù* even when referring to past states. Process verbs use the negative prefix *méi* even when referring to something in the present.

If you find a verb occurring with a negative or an aspect marker you had not expected, you might discuss with your teacher how the verb behaves in terms of these charts. You might discover that what you thought was a state verb is actually a process verb, or vice versa.

9. A:	Jīntiān hǎo le méiyou?	Are you better today?
B:	Jīntiān hǎo le.	Today I'm better.

Notes on No. 9

Jīntiān hǎo le: *Hǎo* is one of many state verbs which can become process verbs. When such a verb becomes a process verb, it takes on a different meaning. While the state verb *hǎo* means "to be good" or "to be well," the process verb *hǎo* means "to get better," "to recover." Compare these sentences:

Tā hǎo.	He's in good health.
Tā zuótiān bìng le. Tā jīntiān yǐjīng hǎo le.	Yesterday he became sick. Today he is already recovered.

The difference between the state verb *hǎo* and the process verb *hǎo* is even more evident in negative sentences. State verbs, as you remember, are made negative only with *bù*. Process verbs are made negative only with *méi* or *hái méi*.

Tā bù hǎo.	He's not good. [He's not a good person.]
Tā hái méi hǎo.	He hasn't yet recovered. [He is still sick.]

It can be difficult to remember that *bìng* and *hǎo*, sometimes translated as "to *be* sick" and "to *be* better," are actually process verbs in Chinese, not state verbs. The English sentence "I am better (recovered)" translates as *Wǒ hǎo le* ("I have *become* well") and would be incorrect without the *le*.

Jīntiān hǎo le méiyou? Questions may be formed from statements containing completion le or combined le by adding méiyou at the end of the statements. You will learn more about forming questions in the first unit of the next module.

Tā láile méiyou?	Did he come?
Nǐ hǎole méiyou?	Are you recovered (from your illness)?

In a Taipei classroom
(courtesy of Thatcher Dean)

DRILLS

A. Response Drill

1.	Speaker: Tā jīntiān hái yǒu kè ma? (Does he have any more classes today?)	You: Tā méiyou kè le. (He doesn't have any more classes.)
2.	Tā jīntiān hái lái ma?	Tā bù lái le.
3.	Tā xiànzài hái huì shuō Zhōngguo huà ma?	Tā bú huì shuō Zhōngguo huà le.
4.	Tā xiànzài hái yǒu Zhōngguo shū ma?	Tā méiyou Zhōngguo shū le.
5.	Tā hái niàn lìshǐ ma?	Tā bú niàn lìshǐ le.
6.	Tā xiànzài hái zài kōngjǖn gōngzuò ma?	Tā bú zài kōngjǖn gōngzuò le.
7.	Tā xiànzài hái xiǎng zǒu ma?	Tā bù xiǎng zǒu le.

B. Expansion Drill

1.	Speaker: Tā cóngqián niàn lìshǐ. (He formerly studied history.)	You: Tā cóngqián niàn lìshǐ, xiànzài bú niàn le. (He formerly studied history, but now he doesn't anymore.)
2.	Tā cóngqián niàn shū.	Tā cóngqián niàn shū, xiànzài bú niàn le.
3.	Tā cóngqián zài lùjǖn zuò shì.	Tā cóngqián zài lùjǖn zuò shì, xiànzài bú zài lùjün zuò shì le.
4.	Tā cóngqián bú huì.	Tā cóngqián bú huì, xiànzài huì le.
5.	Tā cóngqián bù zhīdào.	Tā cóngqián bù zhīdào, xiànzài zhīdao le.
6.	Tāde Zhōngwén cóngqián bù hěn hǎo.	Tāde Zhōngwén cóngqián bù hěn hǎo, xiànzài hěn hǎo le.
7.	Tā cóngqián huì shuō Fàguo huà.	Tā cóngqián huì shuō Fàguo huà, xiànzài bú huì le.

C. Transformation Drill

1.	Speaker: Tā niànguo zhèngzhixüé. (cue) duó jiǔ (He has studied political science.)	You: Tā niàn zhèngzhixüé, niànle duó jiǔ? (How long did he study political science?)
2.	Tā niànguo jīngjixüé. jǐnián	Tā niàn jīngjixüé, niànle jǐnián?
3.	Tā niànguo Zhōngguo wénxüé. duó jiǔ	Tā niàn Zhōngguo wénxüé, niànle duó jiǔ?
4.	Tā xüéguo Rìwén. jǐge yüè	Tā xüé Rìwén, xüéle jǐge yüè?
5.	Tā zài kōngjǖn zuòguo shì. duó jiǔ	Tā zài kōngjǖn zuò shì, zuòle duó jiǔ?
6.	Tā niànguo Zhōngguo lìshǐ. duó jiǔ	Tā niàn Zhōngguo lìshǐ, niànle duó jiǔ?
7.	Tā niànguo Yīngguo wénxüé. jǐnián	Tā niàn Yīngguo wénxüé, niànle jǐniàn?

D. Transformation Drill

1.	Speaker: Tā xiànzài niàn lìshǐ. (cue) duó jiǔ (He is studying history now.)	You: Tā niàn lìshǐ, niànle duó jiǔ le? (How long has he been studying history?)
2.	Tā xiànzài xüé Rìwén. jǐge yüè	Tā xüé Rìwén, xüéle jǐge yüè le?
3.	Tā xiànzài niàn Yīngwén. jǐge yüè	Tā niàn Yīngwén, niànle jǐge yüè le?
4.	Tā xiànzài zài hǎijǖn zuò shì. jǐnián	Tā zài hǎijǖn zuò shì, zuòle jǐnián le?
5.	Tā xiànzài xüé Zhōngguo huà. duó jiǔ	Tā xüé Zhōngguo huà, xüéle duó jiǔ le?
6.	Tā xiànzài zài lùjǖn zuò shì. jǐnián	Tā zài lùjǖn zuò shì, zuòle jǐnián le?
7.	Tā xiànzài zài yínháng zuò shì. jǐnián	Tā zài yínháng zuò shì, zuòle jǐnián le?

E. Transformation Drill

1.	Speaker: Tā xiànzài hái niàn lìshǐ ne. (cue) duó jiǔ (He is still studying history.)	You: Tā niàn lìshǐ, hái xiǎng niàn duó jiǔ? (How much longer is he going to study history?)
2.	Tā xiànzài hái niàn Zhōngguo wènxüé ne. duó jiǔ	Tā niàn Zhōngguo wènxüé, hái xiǎng niàn duó jiǔ?
3.	Tā xiànzài hái xüé Rìwén ne. jǐge yüè	Tā xüé Rìwén, hái xiǎng xüé jǐge yüè?
4.	Tā xiànzài hái zài lùjǖn zuò shì ne. duó jiǔ	Tā zài lùjǖn zuò shì, hái xiǎng zuò duó jiǔ?
5.	Tā xiànzài hái xüé Zhōngguo huà ne. duó jiǔ	Tā xüé Zhōngguo huà, hái xiǎng xüé duó jiǔ?
6.	Tā xiànzài hái niàn zhèngzhixüé ne. duó jiǔ	Tā niàn zhèngzhixüé, hái xiǎng niàn duó jiǔ?
7.	Tā xiànzài hái niàn jǐngjixüé ne. duó jiǔ	Tā niàn jǐngjixüé, hái xiǎng niàn duó jiǔ?

F. Transformation Drill

1.	Speaker: Tā xiànzài niàn lìshǐ. (He is studying history now.)	You: Tā niàn lìshǐ, niànle duó jiǔ le? (How long has he studied history?)
OR	Tā niànguo lìshǐ. (He studied history.)	Tā niàn lìshǐ, niànle duó jiǔ? (How long did he study history?)
OR	Tā xiànzài hái niàn lìshǐ. (He is still studying history.)	Tā niàn lìshǐ, hái xiǎng niàn duó jiǔ? (How long does he plan to study history?)
2.	Tā xiànzài niàn Zhōngguo wènxüé.	Tā niàn Zhōngguo wènxüé, niànle duó jiǔ le?
3.	Tā niànguo Zhōngguo wénxüé.	Tā niàn Zhōngguo wénxüé, niànle duó jiǔ?
4.	Tā xiànzài hái niàn Rìwén.	Tā niàn Rìwén, hái xiǎng niàn duó jiǔ?

5. Tā niànguo Rìwén.	Tā niàn Rìwén, niànle duó jiŭ?
6. Tā xüéguo Yīngwén.	Tā xüé Yīngwén, xüéle duó jiŭ?
7. Tā xiànzài hái xüé Yīngwén.	Tā xüé Yīngwén, hái xiăng xüé duó jiŭ?
8. Tā xiànzài zài kōngjūn zuò shì.	Tā zài kōngjūn zuò shì, zuòle duó jiŭ le?

G. Expansion Drill

1. Speaker: Wŏ xiĕ zì le. (I wrote.)	You: Wŏ xiĕ zì le, tā méi xiĕ zì. (I wrote; he didn't write.)
2. Wŏ dŏng le.	Wŏ dŏng le, tā méi dŏng.
3. Wŏ lái le.	Wŏ lái le, tā méi lái.
4. Wŏ zŏu le.	Wŏ zŏu le, tā méi zŏu.
5. Wŏ zuò le.	Wŏ zuò le, tā méi zuò.
6. Wŏ tīng le.	Wŏ tīng le, tā méi tīng.
7. Wŏ xüé le.	Wŏ xüé le, tā méi xüé.

H. Response Drill

1. Speaker: Tā xiĕ le ma? (Did he write?)	You: Tā hái méi xiĕ. (He still hasn't written.)
2. Tā lái le ma?	Tā hái méi lái.
3. Tā hăo le ma?	Tā hái méi hăo.
4. Tā dŏng le ma?	Tā hái méi dŏng.
5. Tā zŏu le ma?	Tā hái méi zŏu.
6. Tā tīng le ma?	Tā hái méi tīng.
7. Tā xüé le ma?	Tā hái méi xüé.

I. Response Drill

1.	Speaker: Tā cóngqián bú huì xiě Zhōngguo zì. Xiànzài ne? (In the past he couldn't write Chinese characters. And now?)	You: Tā hái bú huì xiě Zhōngguo zì. (He still can't write Chinese characters.)
2.	Tā cóngqián bù xiǎng xüé Rìwén. Xiànzài ne?	Tā hái bù xiǎng xüé Rìwén.
3.	Tā cóngqián bú niàn lìshǐ. Xiànzài ne?	Tā hái bú niàn lìshǐ.
4.	Tā cóngqián bù dǒng Fàwén. Xiànzài ne?	Tā hái bù dǒng Fàwén.
5.	Tāmen cóngqián méiyou háizi. Xiànzài ne?	Tāmen hái méiyou háizi.
6.	Tā cóngqián bú huì shuō Déguo huà. Xiànzài ne?	Tā hái bú huì shuō Déguo huà.
7.	Tā cóngqián bù xiǎng xüé Yīngwén. Xiànzài ne?	Tā hái bù xiǎng xüé Yīngwén.

J. Transformation Drill

1.	Speaker: Tā cóngqián bú huì xiě Zhōngguo zì. (cue) now he can (In the past he couldn't write Chinese characters.)	You: Tā cóngqián bú huì xiě, xiànzài huì xiě le. (In the past he couldn't write; now he can.)
OR	Tā cóngqián huì xiě Zhōngguo zì. (cue) no longer (In the past he could write Chinese characters.)	Tā cóngqián huì xiě, xiànzài bú huì xiě le. (In the past he could write; now he can't.)
OR	Tā cóngqián bú huì xiě Zhōngguo zì. (cue) still can't (In the past he couldn't write Chinese characters.)	Tā cóngqián bú huì xiě, xiànzài hái bú huì xiě. (In the past he couldn't write; now he still can't.)

2. Tā cóngqián bù dǒng Fàwén. now he can	Tā cóngqián bù dǒng, xiànzài dǒng le.
3. Tā cóngqián dǒng Fàwén. no longer	Tā cóngqián dǒng, xiànzài bù dǒng le.
4. Tā cóngqián bù dǒng Fàwén. still can't	Tā cóngqián bù dǒng, xiànzài hái bù dǒng.
5. Tā cóngqián bù xiǎng xüé Yīngwén. now he does	Tā cóngqián bù xiǎng xüé, xiànzài xiǎng xüé le.
6. Tā cóngqián xiǎng xüé Yīngwén. no longer	Tā cóngqián xiǎng xüé, xiànzài bù xiǎng xüé le.
7. Tā cóngqián bù xiǎng xüé Yīngwén. still doesn't	Tā cóngqián bù xiǎng xüé, xiànzài hái bù xiǎng xüé.
8. Tā cóngqián bú niàn lìshǐ. now he does	Tā cóngqián bú niàn, xiànzài niàn le.
9. Tā cóngqián niàn lìshǐ. no longer	Tā cóngqián niàn, xiànzài bú niàn le.
10. Tā cóngqián bú niàn lìshǐ. still doesn't	Tā cóngqián bú niàn, xiànzài hái bú niàn.